**References and quotes to accompany Jacqui Cousins’ Conference and Workshop presentations.**

**People today!** "Children are not the people of tomorrow but people today. They are entitled to be taken seriously and treated with tenderness and respect as equals. They should be allowed to grow into whoever they were meant to be...the UNKNOWN person inside of each of them is the hope for the future" *Joseph, S (ed) 1999, A voice for the child: the inspirational words ofJanusz Korczac, Thorsons*

Links and interconnections "....can be as decisive for development as events taking place within a given setting. A child's ability to learn to read in the primary grades may depend no less on how he/she is taught than on the existence and nature of ties between the school and the home." *Bronfenbrenner, U„1979 The ecology of Human Development, Harvard University Press*

Ready for what?... educators need to be clear not only about what they would like children to become under their guidance but about what children are actually like when the process is begun, *Donaldson, M.,1978, Children's Minds, Fontana*

Empowerment "...is the process whereby people as individuals or in groups or communities acquire skills, knowledge and confidence which enable them to make choices to effect change in their lives" *Alain Thomas, Cynon Valley Project 1990, Save the Children and Van Leer Foundation*

Autonomy (1) the concept of autonomy means acting in accordance with oneself. Autonomous actions are those that have been freely chosen, that are willingly self regulated and those for which one accepts full responsibility….regulation through choice is characterized by flexibility and the absence of pressure.

Autonomy (2) (referring to that definition) Sometimes this is interpreted to mean that children should be allowed to do whatever they want to do irrespective of the effects that has on others or the social and cultural norms of their families and communities. On the contrary, autonomy means that children determine the ‘right’ thing to do and act accordingly based on those family and cultural beliefs. *Deci.E.L, Ryan, R.M 1987. The support of autonomy and the control of behaviour. Journal of Social Psychology, 53,(6) 1024 - 37*

The scaffolding of knowledge, Vygotsky and social-constructivism.

What children can do in co-operation today they can do alone tomorrow? Therefore, the only good kind of

instruction is that which marches (DANCES) ahead of development and leads it; it must be aimed at not so

much the ripe as the ripening functions"

*Full explanation of the cultural implications & scaffolding in action, Rogoff, B, 1990, Apprenticeship in*

*Thinking, OUP*

Tap into Your Own Creativity: a life-long perspective

Creativity is about creating, making new things, things that did not exist before. It is about the individual

expression of emotions, ideas, desires; creating new solutions to existing problems or creating new

problems ; leaving conventions behind and going off the beaten track; stimulating divergerging thinking as

opposed to converging thinking. It is about making connections".

*Sam Perkins 1998, Seeing, making and Doing, National Early Years Network, London.*

Creativity and the Spiritual dimension: Spiritual well being can be nurtured by enabling and encouraging

children to engage in different forms of creativity and use of the imagination and by adults sharing with

them".

*Margaret Crompton, 2001, Who am I? Promoting Children's Spiritual Well Being, Barnado's Publication.*

Serendipity is the faculty of making fortunate discoveries by accident.