

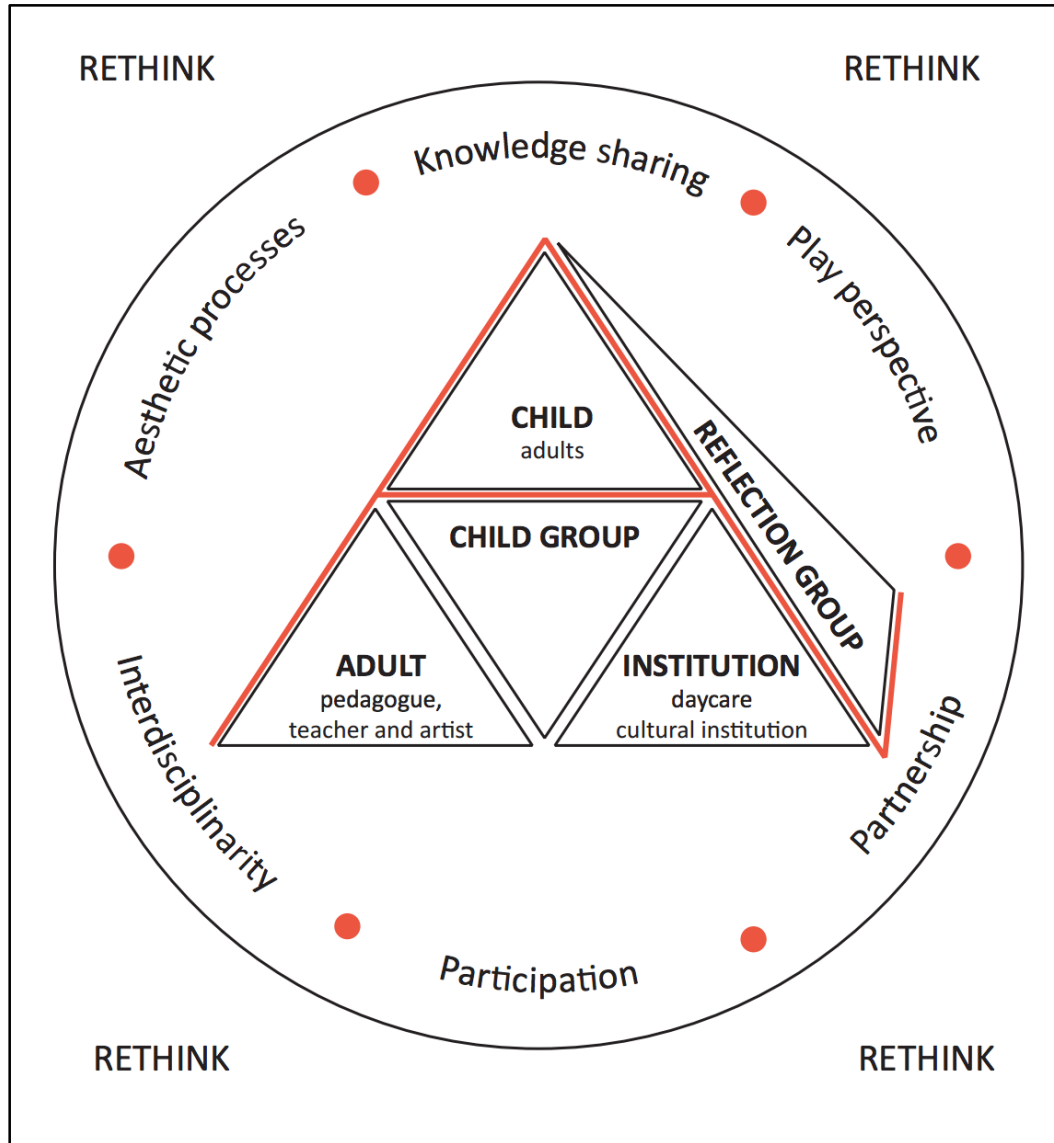
# Cultural Children of Europe

## Rethink art and culture in everyday life with 0-8 year old children

- Action learning - AL

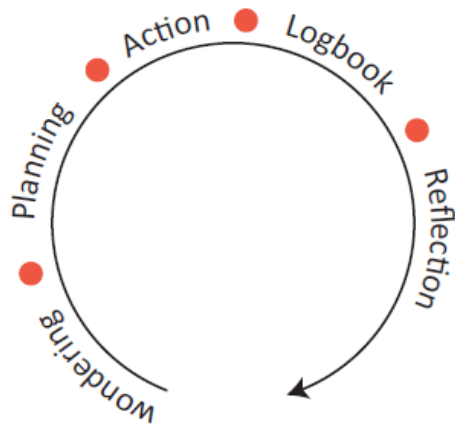


# AL model

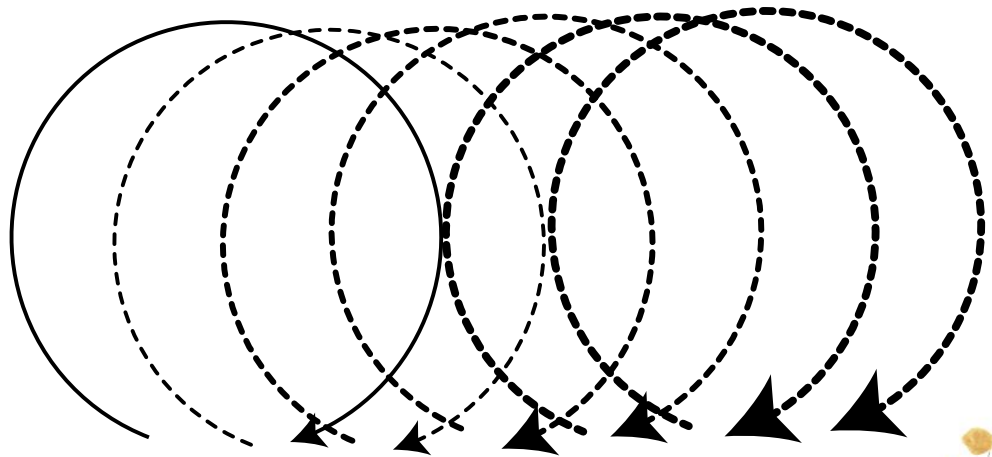


# AL process

Wondering • Planning • Action • Logbook • Reflection =>  
New actions



=> New actions



# AL phases

## 1. WONDER

Studying how tasks are carried out in order to discover something that evokes wonder, which we would like to explore.

## 2. PLANNING

Organizing process based on the AL model and develop a plan of action, involving agreements on documentation and reflection forms.

## 3. ACTION

To perform activities with the children and stay focused on what is to be investigated.

## 4. DOCUMENTATION

Take note of what is happening and investigate how the chosen activities affect reality, as well as documenting impressions and expressions.

## 5. REFLECTION

In reflection space the involved share their knowledge based on documentation, which also aims to develop new action learning processes.



# AL practice

## 1. WONDER

MEETING at the individual institution – study of how the tasks are performed.

Participants: Head of institution, employees and CCE plus possibly artist / culture facilitator.

## 2. PLANNING

PROCESS PLAN - framing the individual institution.

Participants: Head of institution, employees and artist / cultural facilitator.

## 3. ACTION

ACTIVITIES with the children and ongoing reflections into daily tasks.

Participants: Children, employees , artists / cultural facilitator.

## 4. DOCUMENTATION

COLLECTION of documentation and observations will be agreed regularly in the reflection group.

Participants: Children, employees , artists / cultural facilitator.

## 5. REFLECTION

KNOWLEDGE SHARING, REFLECTION AND EVALUATION => NEW WONDER.

Participants: Head of institution, employees, CCE and artist / cultural facilitator.



# AL roles

## Head of institution:

Frame **CCE-charter, AL-model and AL-process** at the institutional level.

Ensure overall time frame, division of labor, communicate documentation to CCE-project management.

Support and coaching based on the AL model.

**Reflection before project is implemented.**

## Coordinator:

**Staff / Head** Frame **AL-group activities**. For example, schedules, agendas, summary, tasks, knowledge sharing.

Who does what and when in the EK-course?

Who will observe and document - and how?

Maintain study tracks from AL-model.

**Ongoing reflection over the daily tasks**

## Reflection Group /

## facilitator:

Frame and facilitate reflection sessions:

What issues are common reflection?

How do we involve the AL-model?

What questions emerge and can be used going forward?

**Reflection from and over practice**



# Ethics as a guide

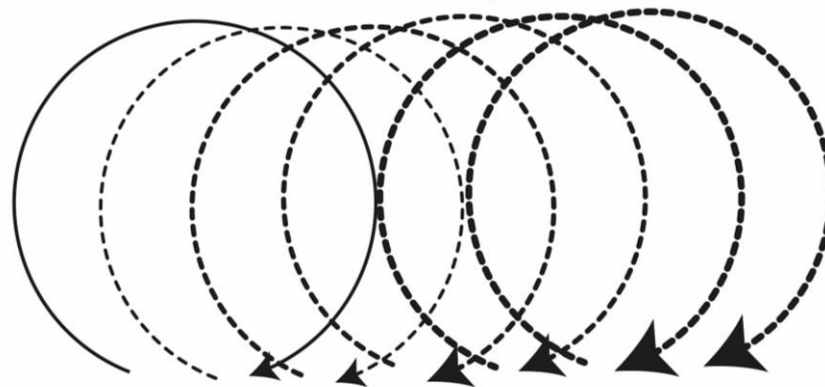
- How do we protect the personal boundaries?
- How do we listen with respect and attention?
- How do we ensure confidentiality and professional secrecy in the process?
- How do we refer to others' AL-projects?
- How can we motivate each other to contribute?



# 1. Wonder

*Studying your own practice in order to discover something that evokes wonder, and which you would like to explore.*

- What needs to be examined, rethought and thus be the basis for reflection?
- Which of the perspectives in the AL model do you have in mind?
- What questions emerge?
- What will you study?





# 2. Planning

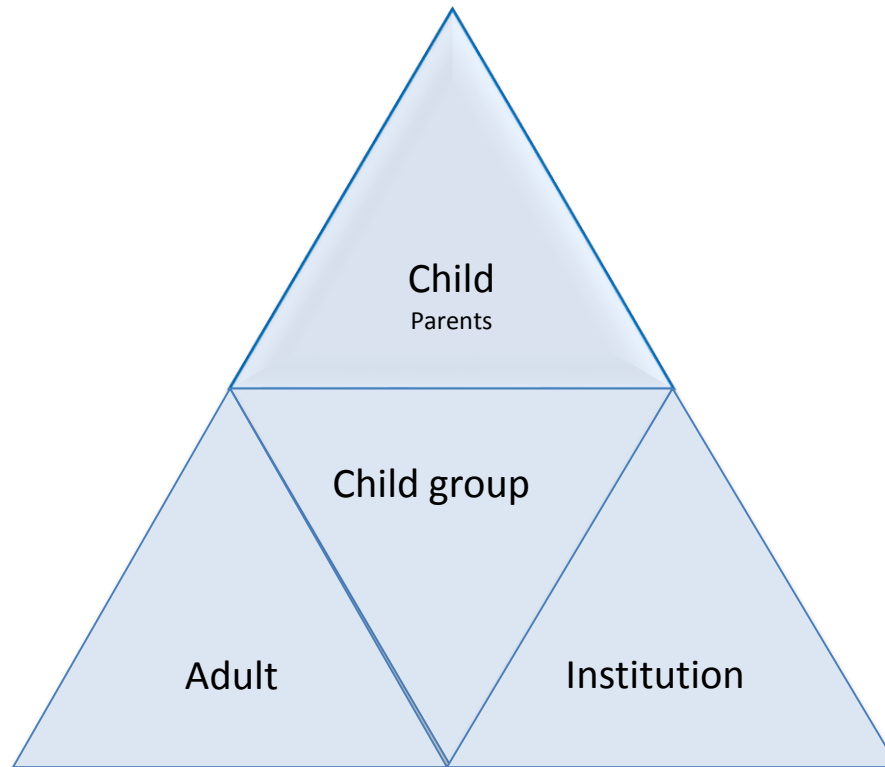
- Subject:
- Project participants:
  - Clarify roles
  - Who does what?
  - What is the purpose?
- What would you like to achieve and what are your goals?
- Planning and action:  
Process, ways to tell, forms of dialogue, documentation, time schedule, meeting schedule and so on.



# 3. Action

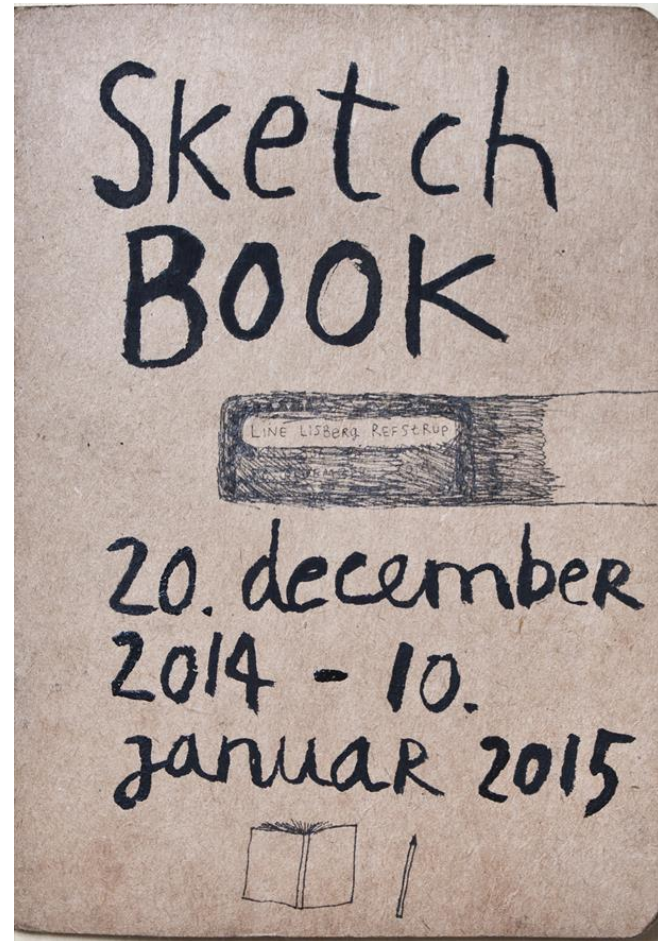
*Actions together with the children and ongoing reflections*

How are the different positions involved in the actions?



# 4. Inspiration for documentation

- Sketchbooks / Logbooks
- Photo / Video
- Observations
- Stories from daily life
- Sound recordings
- Exhibitions
- Go-Pro camera
- Children Interviews
- Children's products and games



# 5. Reflection

*Ask yourselves circular reflection questions that help to investigate and highlight the differences and correlations.*

Examples:

- What questions do you wish to discuss further?
- How do the actions affect and make sense to the children?
- How is the interaction between the actors?
- What has improved and what has been developed?
- What new areas should be examined?





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