Cultural Children of Europe
Rethink art and culture in everyday life
with 0-8 year old children

• Action learning - AL
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?