

Children's wonder-initiated phenomenological research: A rural primary school case study.

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Children's wonder-initiated phenomenological research: A rural primary school case study

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Abstract

This article presents research into an award winning case study of pedagogical school renewal. The case is set in a small, rural primary school in Queensland, Australia. The ordinary approach of a staff member and student from the local university spending time at the school as Visiting Teachers became extraordinary when the adults listened to the wonder of the children about their own history, culture and context, and then trusted the children to plan, carry-out and creatively present phenomenological research. The thirty-two children worked in four groups of eight; each group had children from Prep or Year 1 working alongside children from Year 6 or 7, as well as the Years between. As well as case study description, this article lists the project outcomes and evidence, and poses principles of transformative schooling.

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