RECONSIDERING RESEARCH PARADIGMS
A POST-INQUIRY RESPONSE

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CONSIDERING WHERE WE HAVE COME FROM
MY RESEARCH

• What does the information culture(s) of professionals working to support the special rights of children in a New Zealand primary school look like?

• What is the relationship(s) between these profession-based information cultures and records creation practices?

• Where is the child in the records creation practices of these information cultures?
ABUSE OF POWER comes as NO SURPRISE.
THE SHIFTING PARADIGM
“... progress is never permanent, will always be threatened, must be redoubled, restated and reimagined if it is to survive.”

(Smith, 2018, p. 40)
GIVING, HEARING, VALUING VOICE
IN A RELATIONSHIP
GROWN-UPS OF CHILDREN
COLLECTIVE INTERPLAY
“knowledge originates ‘somewhere’”
(Højholt, 2006, p. 81)
“We are all affected by the fact that as a culture “we have fallen and we can’t get up,” and in this context our critiques of hegemonic knowledges constitute just one aspect of a larger effort to “get well,” to mend our psyches that have been broken in this social descent.” (Sarder, 1999; Nelson, 2000 as quoted in Kincheloe, 2008, p. 2)
START WITH PEOPLE