Dialogism: Can a conversation among equals be experienced in a primary (R.E.) setting?

Enabling children to articulate their experience and understanding of the world in ways that are of equal value to those initiating forms of dialogic interaction.

By Simon Cardy

which all the participants' contributions are received with equal merit. (Stockwell & Bojesen, 2020)

Learning through conversation, in

Embracing nondominant/marginalised voices their experience as articulated by them. (Khan (2019); Archer, L et al (2018)

Participating in the (re) invention of traditions and artifact through the socio-semiotic. (Dudley-Smith & Whiteman, 2020 and Engeström, 2008)

> 'Cyclic' reinvestment in 'self' as one's engagement with and acceptance in dialogic interactions bears 'fruit' and falls.

Wells' 'Ladder of Parallelism' Action Action Sefection Dynamic Synoptic Concrete Spontaneous Sefection Narrative Social Individual

Monologue

led by entering by others in the

Exploring a shared hermeneutic for narrative-centric world views. (Erricker, 2010 and Mikva, 2020)

The positive potential of 'attentional model' and 'role reversal imitation' for the articulation of how one views the world. (Tomasello, 1999)

Avicenna's syllogistic approach to epistemology. (Adamson, 2016)

Is a form of Bruner's 'spiral curriculum' possible that in addition to the deepening of knowledge, we also acquire precise language in order to broaden the articulation of self?

Identity that draws upon the experience of familial and culture 'routes' (Stuart Hall 2019))

ontext and environment that enable development without dictating it.

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