



Ealing Case Study: ICT in the Foundation Stage 'Listening to Young Children' (Visit #1)

Context/Rationale:

Our 2005 Early Years conference on 'Listening to Young Children' was delivered by Penny Lancaster from The Coram Family. The impact of participation in the conference is being supported through this new follow up project focused on empowering practitioners to use ICT as a 'listening tool' in the Foundation Stage.

Listening to Young Children is centred on the belief that children have the right to a voice, and that their 'voice' is valued. By listening to the thoughts, ideas and contributions of children we can help them to achieve their full potential by valuing their participation in matters that affect their lives. Technology has an exciting part to play in giving a multimodal communication tool to children. Beliefs, interests, and ideas can be expressed and shared through visual, sound and video mediums.

Notes on the context of the Case Study:

- The case studies have been collected in the first visit to settings two weeks after the training.
- This captures the beginning stages of reflective practice in the area of Listening to Young Children.
- These case studies will be revisited in the second visit to settings to gather evidence of further reflection.
- These case studies were completed by the practitioners from the settings and collated by the project trainers Ellie Hagreen and Ruth Irvine.

Setting Name: Three Bridges Primary School

The practitioners that attended the training have gained a range of ICT skills and have grown in confidence as they have put these into practise. Both the reception and nursery class have focussed on developing their role play areas as a result of the training.

The projects began by asking the children;

1. What do you like about our home corner?
2. What do you not like about our home corner?
3. What would you like in the home corner or would you change?



Process:

The adults used the cameras to document this process of listening to children's voices in these three questions.

The listening process activated the children's engagement in an imaginative role play of 'superheroes' for the full week.

To move the children's learning on the staff have planned to set up a 'Superhero corner' with a variety of dressing up clothes, capes and hats to stimulate talk and imaginative play.

'We like to be Power Rangers'

Another child in the Nursery said 'We would like to have fish in the role play area'



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In reception the children made comments such as:
'I like the ironing board'
'I like to make tea'
'I would like more cooking pots.'

Practice:

The children have viewed slide shows through the use of the Interactive Whiteboard to review and talk about images the teacher has taken.

The children have already begun to develop the role play area in the way they want it by putting in a new carpet and some puppets but it is a work in progress.

Comment from the Teacher:

'Use of cameras creates a very positive learning environment for EAL learners. It encourages talk and children to give views on a chosen topic. Questions are asked during the use of cameras. I have used photographs for a visual timetable for SEN learners to follow the class routines which was successful.'

When showing me their role play area another practitioner commented:

'It is true, everything in there is initiated and set up by adults... it has been really good getting the children's ideas.'

In the nursery they have also begun to use digital images in children's own books to document their learning so that the children can share it with their parents and friends.

Possibilities:

In both classes the practitioners feel the next step is to allow the children to use the camera to explore and document. Both practitioners are very apprehensive about the risks in this process, but can see the learning outcomes are very valuable.

In the reception class they aim to get parents involved both in the photography and developing the role play through making cushion covers and other furnishings.

In both classes they are very motivated and committed to using ICT in a range of ways to document and extend the children's experiences.

