



## 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: West Acton Primary



At West Acton they have used ICT in the classroom for a range of purposes including, slideshows, displays, tape recorders and computer software.

Through the training the staff feel that they now have a purpose for using ICT and although they were hesitant at first to let the children use the cameras they have had some interesting results.

### Process:

Children have been exploring the cameras and taking images of things of interest to them. One of the teachers commented that one child had taken a photo of the sink and when she questioned the child they simply said 'because it was a close up.' The children have been exploring objects from different perspectives and distances



The adult commented how interesting it was to see the classroom from the child's height.

To initiate their listening project on the outdoor area the practitioners took various photos put them into a slideshow and showed them to the children using the Interactive Whiteboard. Children made comments about things they liked and didn't like or things they could do such as;

'Paint the shed rainbow colours and put a writing table and chairs inside.'

'We could plant some more plants.'

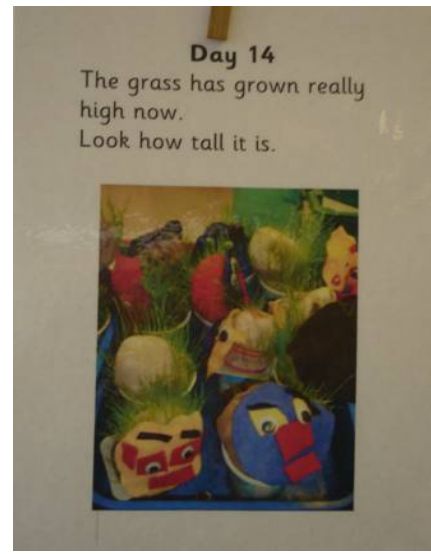
'Everything in different colours.'



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### Practices:

The staff are also using the cameras in other areas of the curriculum. The children and teachers together have used the cameras to take photographs and document a growing activity.



### Possibilities:

In discussion with the teachers they have decided that their next steps are to:

1. Let the children use the cameras to explore and document the outside area.
2. Involve the parents in the process.
3. Integrate ICT and their listening project into future planning.

The teachers in receptions have already given an inset to the rest of the staff in their school from nursery to year 6 on the ICT and Listening to Children training and project and have had some very positive feedback. They plan to train up their teaching assistants in using the camera within the next week.