



## 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: Oldfield Primary Nursery Class



The teachers from both the Nursery and Reception classes attended the initial training day. Both teachers had scored their own ICT competence quite highly during the training and this was also evident when I visited, particularly in displays.

*Photo #1 Printouts of photos showing children's activities around the Nursery*

The children are able to use a laptop with the teacher, as well as independently using the classroom computer. The classroom has an integral utility area with a real washing machine, fridge and kettle which the children can see staff using for a purpose.

### Process:

For the project, the Nursery teacher had decided to focus on her role play area. She had identified some questions for herself:

- How to train the children to use the camera
- How to teach about sharing and waiting for their turn
- How to document the changes made after listening to children
- How to document through photos the process of learning

The teacher had introduced the children to the camera, and now leaves it out in a set place for the children to access independently. The children take photos by themselves, and she commented



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that they were "very fascinated with the camera and use it more often now." She herself "felt secure" while they were using it "They are very careful!!!".



*Photo#2 Children's photos of the role play area in action*

The role play area is currently a shop, and the children decided they wanted a sign, which they then made. The area contains old telephones and tills, one of which is battery powered.

### Practices:

As a result of the training, the teacher now puts 10-15 minutes a day in her planning when she can solely observe the children at play, for example in the role play area. She is also encouraging her colleague to do the same.

### Possibilities:

I suggested that as a next step, when setting up the role play area (planned as a garden centre), she should first talk with the children about what they think would be needed, rather than making all the provision herself. This will help with developing the Listening part of the project. The ICT side is well developed already, and we agreed that she would continue to leave the camera out for free access and observe where the children take things.