



# LISTENING TO TODDLERS

## HOW CAN WE LISTEN?

*All children have a right to have their voice heard and be listened to  
- Article 12, United Nations Convention on the Rights of the Child*

**Children are specialists of their own world and see issues differently from adults. (James and Prout 1990) (i)**

When working with young children, creative approaches to both hearing and listening to their voice are required:

### Caregivers need:

1. to be a skilled observer,
2. have a good knowledge of child development,
3. provide quality environment and interactions
4. Be able to reflect and review content and context

As children's worlds grow, caregivers can help them to form and articulate their views in an informal manner; supporting them further to have a "voice".

### Understanding how children view the spaces around them

Involving children in service design and delivery  
Using elements of both the:

#### **Mosaic Approach**

Viewing children as 'experts in their own lives', offering a creative framework for listening to young children's perspectives through talking, walking, making and reviewing together.

Clark and Moss (2011)(ii)

#### **Map-do-Review**

Based on Mosaic approach and Plan-do Review developed by High/Scope (Schweinhart et al 2002) (iii)

## Through the eyes of a child

Children were introduced to some 'teddies' visiting their nursery; and were asked to show them around; thinking about the following spaces:

- Happy
- Quiet
- Noisy
- Special
- Fun

The children included the teddies in their play and their interactions were observed by the practitioners.

A 'Map' of the nursery space was drawn out and the children had the options to place pictures of teddies (representing each of the above areas) onto the map.

The results of both the map and observations; allowed practitioners to understand how children view their spaces and use this in future planning; design and reviewing.

### [Teddis Resource Video](#)

<https://www.youtube.com/watch?v=EREJpMPLIAg>

***Please note:** Caregivers know the child best; this is a guide - please adapt and use to support each individual child. For more information please visit [www.childreninwales.org.uk](http://www.childreninwales.org.uk)*

i James, A., & Prout, A. (1990). Constructing and reconstructing childhood: New directions in the sociological study of childhood (2nd Ed (1997) Published by Routledge ed.). Oxford: Routledge ii Clark, Alison and Moss, Peter (2011). Listening To Young Children: The Mosaic Approach (2nd ed.). London: National Children's Bureau. iii Schweinhart et al (2002) The High/Scope Preschool Curriculum: What is it? Why use it? Journal of At-Risk Issues, v8 n1



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