



LISTENING TO PRE-SCHOOLERS

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*

There are a range of pedagogical approaches that support pre-schoolers' rights and deepen caregivers' understanding of the "Voice of the Child".

Mosaic Approach

Viewing children as 'experts in their own lives', the Mosaic Approach offers a creative framework for listening to young children's perspectives through talking, walking, making and reviewing together. Clark and Moss (2011) (i)

Communication friendly spaces approach

Focuses on the role of the environment in supporting speaking and listening and emotional wellbeing. Children are regarded as researchers, commentators, developers. Elizabeth Jarman (2009) (ii)

Planning in the moment (teachable moments)

Observe and respond in the moment, capturing the child's interest and enthusiasm.
-Anna Ephgrave (2018) (iii)

Reggio Emilia approach (iv)

Promotes a teaching methodology in which adults talk to the child, listen to the child and observe the child. It allows children to share their thoughts and ideas using different ways of communication such as gestures, drawing, movement, music.

Plan-Do-Review (v)

This sequence provides children with the opportunity to think about cause and effect, to overcome problems and to work with others. They are actively involved in their learning as they both plan and review.

Montessori Approach (vi)

A child-led teaching method that puts children into a prepared learning environment where children can freely choose the activities they want to do to.

All approaches empower children to have a voice

Young children can have a “voice” in an environment that is familiar to them, but they also have the ability to share their views on wider more societal issues. However this needs to be done sensitively and in a meaningful way.

This video shows children aged 3-4 years old engaging in a Welsh Government consultation on the introduction of 20mph speed limit near houses and schools.

The activities used included; interactive/picture based voting; emotion faces and role play observations.

Research has shown us that the way children process their lived experiences and how they represent their views, is often through their play. (Rogoff et al, 2018) (vii). Therefore creating spaces for them to express themselves on a topic area and recording the observation, can provide a meaningful perspective/view and offer them a “voice”.

Sunshine Pre-school Video

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



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

i Clark, Alison and Moss, Peter (2011). Listening To Young Children: The Mosaic Approach (2nd ed.). London: National Children's Bureau. ii the-cfs-approach-and-targeted-use-of-colour.pdf (elizabethjarman.com) iii Anna Ephgrave, 2018, planning in the Moment with young children: a practical guide for Early Years practitioners and parents, Paperback. iv Reggio Children - Reggio Emilia Approach v <https://highscope.org/> vi Approach - Montessori (montessoriedu.org) vii Rogoff et al (2018), The importance of understanding children's lived experiences Developmental Review, Volume 50, Part A, 2018,



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