



WeListen2Y E-course

Curriculum and Syllabus

eadap

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MODULE 1: Principles of Communication

Summary

The fundamental principles of this module are founded on contemporary theories, which define communication as an active process, an interactive phenomenon. Communication is not about a mere exchange of messages. Rather, it is presented as a succession of messages, which generates interaction, and therefore relationships. Within this framework, “speaking” essentially means conversing, dealing with someone else, developing opinions, affecting. On the other hand, “listening” means comprehending, feeling, interpreting, reacting, co-formulating. The anthropocentric approach in pedagogical science is founded on, as well as evolves, the communication process within the nursery, day care centre or kindergarten, be it verbal or non-verbal communication, and whether this communication is between children and pedagogues or among children. The aim of this module is for the trainers to apprehend fundamental concepts of communication, as well as the conditions which may affect it within the educational framework.

Theory

- 1. Definition**
- 2. Communication with young children**
- 3. Why it is important that we listen to children**
- 4. Communication objectives in the educational framework**
- 5. Unfavourable and favourable conditions during communication in the educational framework**
 - I. Policy of the establishment**
 - II. Space**
 - III. Time**
 - IV. Equipment**
 - V. Content of the pedagogical programme**
 - VI. Pedagogical practices**
 - VII. Educator’s attitude**
 - VIII. Collaborations**

6. References

Examples

Active listening – Adults

Active listening – Children

Exercises

Exercise 1 (Multiple choice)

Exercise 2 (Multiple choice)

Pedagogical Application Record (PAR)

Pedagogical Application Record Module 1

Project's Good Practices

Module's Forum

MODULE 2: Verbal Communication

Summary

This module tackles the special features of verbal communication. It demonstrates the conditions favouring or hindering the verbal exchanges in which young children are involved. The way questions are posed during conversations reflects to a great extent the pedagogical attitude of the adults and the strengthening of verbal communication between adults and children. The importance of the coordination of a conversation is stressed, especially in boosting active listening among children. The module concludes with practical advice helping pedagogues clarify their role and probe into active listening techniques concerning dialogue.

Theory

1. Verbal communication
2. Obstacles in verbal communication
3. The interpretation trap
4. A point to consider: the child's refusal to go on with the conversation
5. Practical advice towards a qualitative communication with children
6. The role of the questions
7. Facilitating children in developing active listening among them: conversations and active listening
8. The difficult conversations
9. References

Examples

Facilitating dialogue among children

Exercises

Exercise 1 (True or False)

Exercise 2 - Self evaluation (Scale)

Pedagogical Application Record (PAR)

Pedagogical Application Record Module 2

Project's Good Practices

Module's Forum

MODULE 3: Non-verbal Communication

Summary

Module 3 includes definitions of non-verbal communication and describes various forms of young children's non-verbal expression, as is bodily and artistic expression, as well as play. The communication potential of infants and young toddlers is specifically stressed here. Examples are given, taken from action researches in day care centres, which establish the diversity of exchanges during symbolic play and experimentation with toys. These examples highlight the early mental and social skills emerging under certain pedagogical circumstances essential in all ages, which need to be applied in this early age too.

Theory

- 1. Non-verbal communication, or “the secret code”**
- 2. Forms of non-verbal communication**
 - I. Bodily expression in young children**
 - II. Artistic expression**
 - III. Play**
- 3. Listening to very young children: the contribution of the ecological approach**
- 4. References**

ANNEX I - Systematic observation

ANNEX II - The role of the educator in encouraging social interaction among toddlers: an action research

Examples

In the “workshop”

Motor play: cylinders on a carton

The Synergy experience: an example of collaborative research to boost active listening

Exercises

Exercise 1 (Open text)

Pedagogical Application Record (PAR)

Pedagogical Application Record Module 3

Project's Good Practices

Module's Forum

MODULE 4: The Mosaic Approach

Summary

This Module is dedicated exclusively in presenting an innovative, multi-method approach called the Mosaic approach, which was formulated by researchers Dr Peter Moss and Alison Clarke. It elaborates on techniques of data collection focusing on the children's suggestions concerning the organization of the pedagogical programme, the spaces' arrangement as well as their relations with the adults and with their peers. The tools employed, namely the camera, maps, interviews, etc. are young children-friendly and are helping them get actively involved in recording data. In this way, they are contributing in putting together a mosaic of their needs, which makes their suggestions decipherable to the pedagogues and helps the latter towards a better organization of the day care centres' routine to benefit young children.

Theory

- 1. Introduction**
- 2. First stage: Children and adults gather data. The pieces of the mosaic.**

- I. Taking photos
 - II. Tours and mapping
 - III. Child conferencing
 - IV. Interviews with parents and the personnel of the establishment
3. Second stage: Putting together the mosaic
- V. Bodily expression in young children
 - VI. Artistic expression
5. References

Examples

“Discover”: A public outdoors space made by children

“Discover”: A space for creative occupation made by children

Exercises

Exercise 1 - Self evaluation (Open text)

Exercise 2 (Open text)

Pedagogical Application Record (PAR)

Pedagogical Application Record Module 4

Project's Good Practices

Module's Forum

