



NP³: New purposes, new practices, new pedagogy: Enhancing learning lives with digital literacies in the Early Years

Julia Gillen,
Lancaster University UK.

Keynote at Project meeting 3 of The Digital Literacy and Multimodal Practices of Young Children (DigilitEY) COST European Cooperation in Science and Technology, Larnaca, Cyprus 17-18 March 2016.

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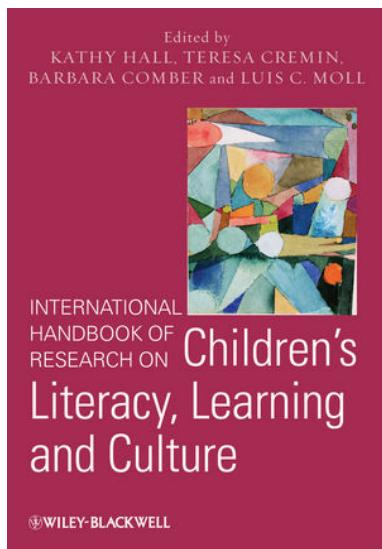
Importance of building on what we know about children's learning:
a sociocultural framework

Children learn from interactions with the world around them:

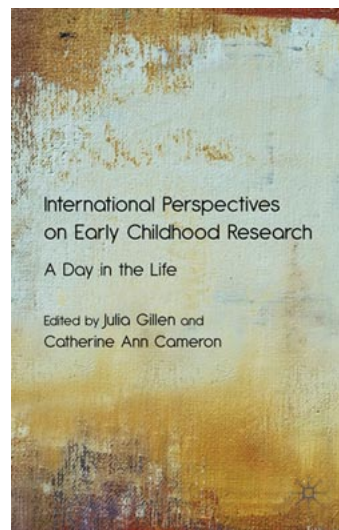
people and relationships
semiotic systems including language in use
environment, as mediated

Links between imagination and the 'profound penetration of reality' (Vygotsky, 1987: 349)





Kris Gutiérrez Foreward: children's repertoires of practice



Silvia Manieri, working with cover designer Giovanni Napolitano at Seid.

“When you think of children, the first thing that comes into your mind is an explosion of energy and colours and in this contest we thought to use different colours for different environment, even if some elements are common to the human race.”

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World Book Day – 3rd March 2016

Response of the UK Schools' Minister,
Nick Gibb: to celebrate...



“our
relentless
focus on
phonics”

“I would like to argue for an expanded view of learning as the organization of possible futures – one that requires a more interventionist stance to remediate the current conditions in which nondominant youth learn and appropriate multiple literacies in particular.... Conceiving of learning as the development of new trajectories is fundamental to designing new possibilities, to remediate extant, and often reductive, understandings of students’ linguistic repertoires of practice, their construction, both locally and historically, and their possibilities in processes of learning.”

Gutiérrez, (2013: xxix)



Literacy, Place, and
Pedagogies of Possibility



Barbara Comber

EXPANDING LITERACIES IN EDUCATION SERIES



Pedagogy - an ongoing collective accomplishment across time and space.

“Educators must consider seriously the positive affordances of the school as a meeting place, the students as a dynamic collective, and the classroom as a learning space where people can learn together and accomplish together tasks they could not produce on their own.” p. 155

“In all classrooms, teacher communication was found to be pivotal in conveying high expectations, modelling ways of approaching problems and enabling complex learning. “ (p. 155)



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Data collected

School website & social media observations

School tours

Lesson observations – plus debriefings with focus children,
debriefing with teacher

Study of artefacts & texts

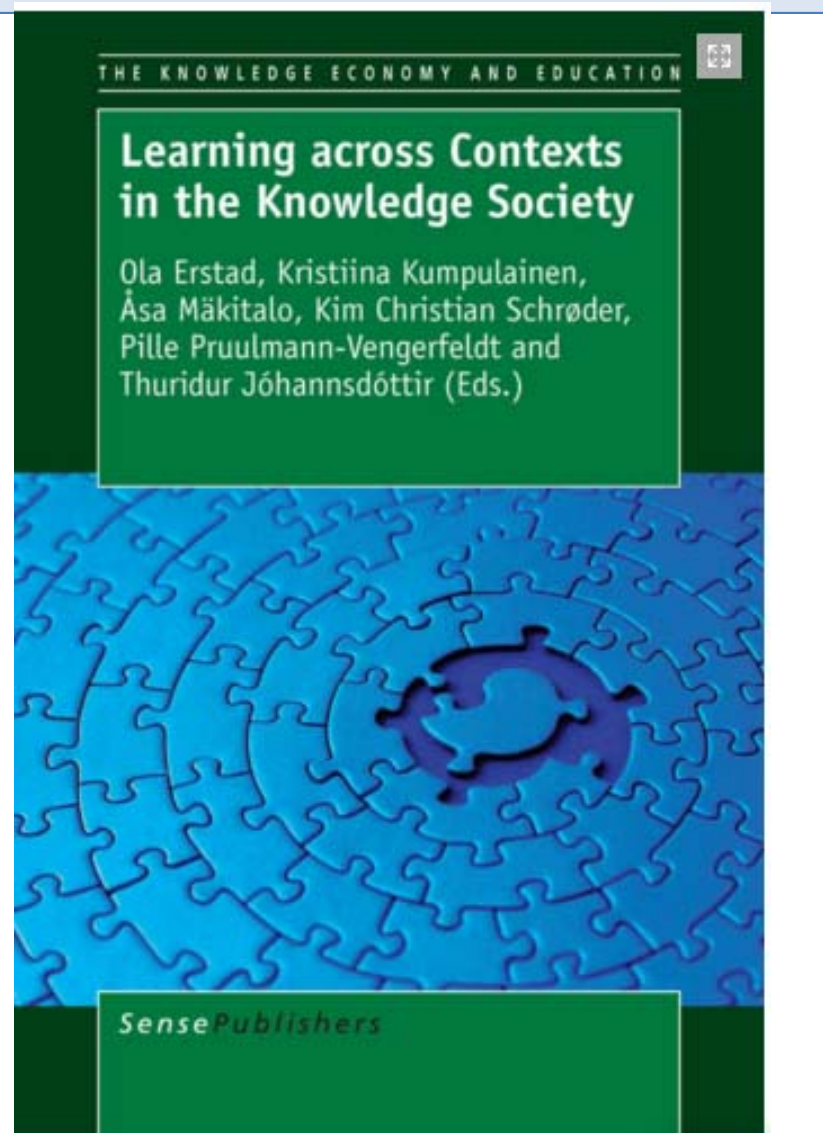
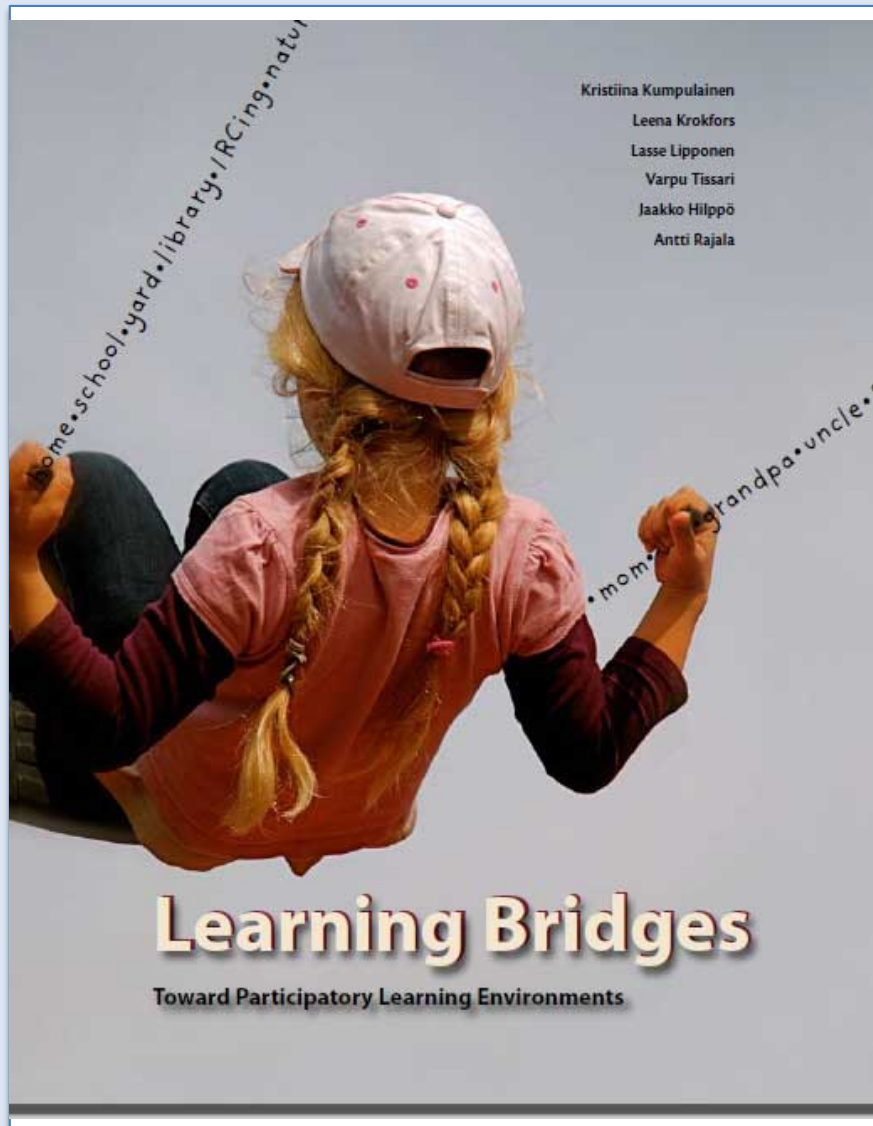
Digital log exercise – asking children and their carers to make
some records of out of school use of technologies – carried
out on a school day and a weekend day (2 meetings)

Questionnaires – asking teachers to describe some effective
lessons including reflections on the use of technologies

Interviews – with Head, ICT coordinator and others

ICT equipment audit





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NP3 aligns with this COST project in many of its aims.
From the White Paper (Sefton-Green et al, 2016):

aims at

societal and economic benefits (employability)

“critically engaged and responsible citizens, ultimately able to enhance their life chances.”

“issues relating to internet safety, family digital literacy and early childhood education....curriculum and pedagogy..”

“identifying current best practice...” (p. 29)



Led by Peter Twining at the Open University; OU & Lancaster colleagues

The screenshot shows the NP3 wiki page. At the top, there is a navigation bar with links for 'JuliaG Talk', 'Preferences', 'Watchlist', 'New messages (1)', 'Contributions', and 'Log out'. Below this is a search bar and a 'Discussion' tab. The main heading is 'NP3'. A large banner features the 'NP³' logo with a colorful bar underneath and the text 'NEW PURPOSES • NEW PRACTICES • NEW PEDAGOGY' and the website 'www.np3.org.uk'. The left sidebar contains a 'Main page' section with links to 'Contents list' and 'Community portal', and a 'Useful stuff' section with links to 'Recent changes', 'Wiki stats', and 'Help'. The main content area is titled 'Project info [edit]' and lists several bullet points: 'Project overview', 'Getting started on the NP3 wiki pages', 'Ask questions and discuss the project', 'Information for Schools', 'What we are going to do (Methodology)', 'Codes used to analyse the Exploratory studies', 'Project team', 'Other research in the field', 'Download a copy of the bid', and 'NP3 sponsors'. Below the list is a link to 'Go to the NP3 News archive ...'. To the right of the project info is a section titled '22-Feb-2016 - Developing a coding framework for data analysis [edit]'. It contains a diagram of a coding framework and a paragraph of text. The diagram is a 2x2 grid with 'Curriculum activities' on the vertical axis and 'Curriculum choice' on the horizontal axis. The quadrants are: 'Externally defined' (top-left), 'Traditional format' (top-right), 'Externally constrained' (bottom-left), and 'Self-determined' (bottom-right). The 'Externally defined' quadrant is further divided into 'Externally defined' and 'Externally constrained'. The 'Self-determined' quadrant is further divided into 'Informal' and 'Formal'. The 'Traditional format' quadrant is further divided into 'Group/IT preparatory work' and 'Group/IT project'. The 'Externally constrained' quadrant is further divided into 'Space constraints & IT factor' and 'Class & priority issues'. The 'Formal' quadrant is further divided into 'Self-organised curriculum' and 'Free choice'. The diagram is captioned 'Twining & Footing (2008 p.374)'. The text to the right of the diagram reads: 'We have now developed a coding framework to analyse the Exploratory Study Data. The NP3 team have been developing a common coding framework to analyse the NP3 data with. It has taken many hours of discussion to develop something which a)enables us to answer the research questions b)reflects our socio-cultural theoretical approach and c) reflects our data and emerging interpretations. We now have a framework to move forward with for the exploratory studies which focus on describing childrens digital technology practices and the extent to which teachers recognise, value and build on these in their pedagogy. However, many of the codes will also help us to analyse the case studies as they are also about the nature of pedagogy, children's agency as learners, teacher positioning and the flow of practices between non-formal, formal and informal domains. The picture shows one of

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NP³ Exploratory Study A

<http://newpasturelanepimary.co.uk/>

School waiving anonymity to share practice

Would you be glad if you downloaded their free app, explored their website and communicated with them.

Search for “New Pasture Lane” in app stores.

New Pasture Lane Primary School

Call Us: 01282 601884

Home | About Us | Curriculum Statement | Class Pages | Admissions | Performance | Key School Documents | Contact Us

VISION STATEMENT

At New Pasture Lane School we give each child the opportunity to shine by inspiring excellence and nurturing resilience whilst developing creative thinkers in a community of mutual respect and aspiration.

Our School Motto
SMALL SCHOOL. BIG FUTURE.

Download Our Android App
Search NPL Primary School in the Google Play Store

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Search NPL Primary School in the iTunes Store

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Q1

What are the digital practices that pupils bring to their learning in school?



NP3 ES 9 Digital Log Pupil C image 15-12-15 10.JPG

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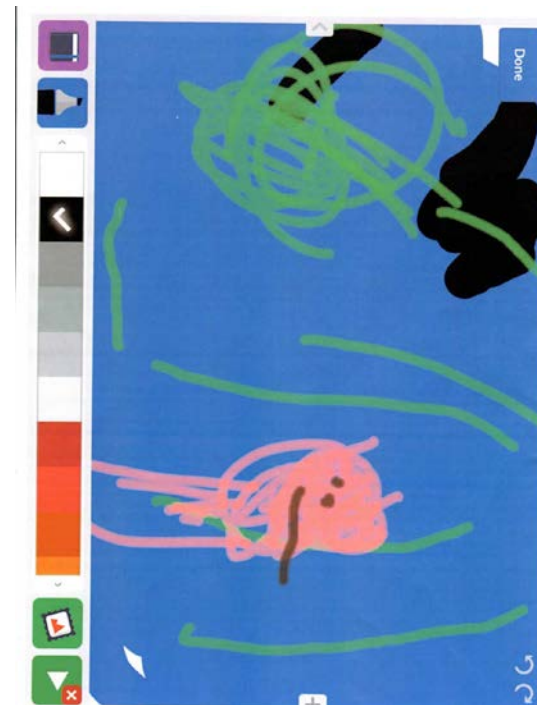
RQ2a Describe the pedagogy in the school



NP3 ES 9 School tour image 15-11-23 19

NP3 ES 9 School tour image 15-11-23 20

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NP3 ES 9 school tour image 15-11-23 49

NP3 ES 9 school tour image 15-11-23 50

NP3 ES 9 school tour image 15-11-23 51

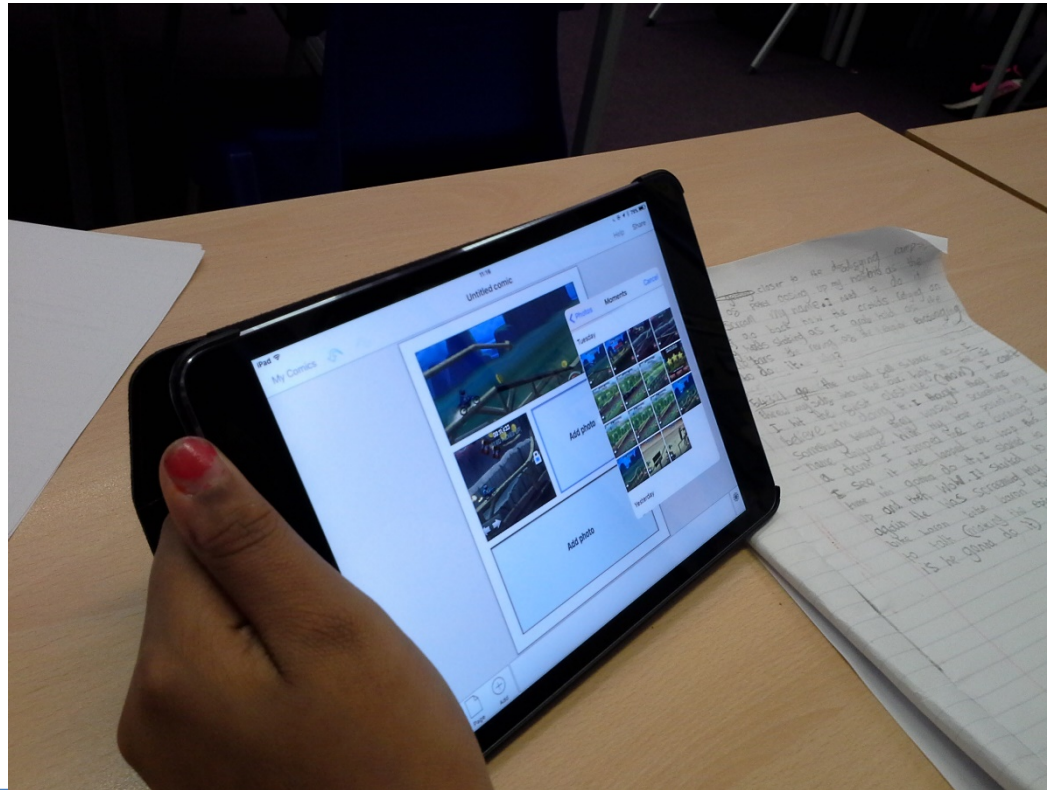
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RQ2b How is the school drawing on the relationships between formal, non-formal and informal practices?

Parent : Oh it's just so easy, calendar dates get it up its where are we going on holiday, oh one minute! It is though isn't it? Oh what's happening this week let me get the... and it's just there. You don't have to rake around finding the newsletter, you go on the app, you've always got your phone it's always there... You know they're learning Christmas songs at the minute so what did H do this weekend? Go on the app practicing them-

RQ3

What institutional circumstances and practices enable or undermine how pupils' digital competencies and practices are recognised (RQ1) and integrated into teachers' practice (RQ2)?



NP³ Exploratory Study B

<http://www.littletownschool.org.uk/>

School waiving anonymity to share practice

Would you be glad if you visited their website including blogs and twitter feeds & interacted with them.

Littletown Junior Infant And Nursery School

Littletown
Junior, Infant & Nursery School

Welcome to Littletown J.I.N. School Website

Life after levels.... Click here to see what we are doing with our Star Tracker assessment tool.

Don't forget to check out the school blog, click on the 'Blog' icon have a look at some of our work!

Home
Admissions
Parents Info
E-Safety
Policies
Staff
Governors
School Council
Children's Work
Gallery
Phonics
Web Links
After School
Awards in progress

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Q1

What are the digital practices that pupils bring to their learning in school?

Oh they're like sponges. Definitely. C [5yo] teaches F [3yo] everything, yeah, he'll show her how to do something and then that's it, she's off. Even down to the Sky TV, she knows how to rewind and fast-forward and go in the planner and find a program that she likes. [gasp from other participant]. Yeah, she looks for 'D' for Dora, she stands close to the screen and goes "there's a 'd'" and then she says "is this Dora Mummy?" and I say "Yes this is Dora." And then she says, "I'll press play, it's the triangle," so she knows it's the triangle.

Long observation
18/09/15



Effective Learning Observation

Date and time: 18/09/15
Adult: Mrs Evans

Characteristics of Effective Learning

- By playing and exploring
 - Showing curiosity about objects, people and events
 - Using objects to explore and make simple patterns
 - Exploring new materials
 - Showing persistence in play
- Playing with what they know
 - Pretending objects are things from their experience
 - Representing their experiences in play
 - Taking on a role in their play
- Acting out experiences with other people
 - Being willing to 'have a go'
 - Initiating activities
 - Seeking challenge
 - Showing a 'can do' attitude
 - Taking a risk, engaging in new experiences, and learning by trial and error
- Through active learning
 - Being involved and concentrating
 - Maintaining focus on their activity for a period of time
 - Showing high levels of energy, fascination
 - Not easily distracted
 - Paying attention to details
- Keeping on trying
 - Persisting with activity when challenges occur
 - Showing a belief that more effort or a different approach will pay off
 - Bouncing back after difficulties
- Enjoying achieving what they set out to do
 - Showing satisfaction in meeting their own goals
 - Being proud of how they accomplished something - not just the end result
 - Enjoying meeting challenges for their own sake rather than external rewards or praise
- By creating and thinking critically
 - Having their own ideas
 - Thinking of ideas
 - Finding ways to solve problems
 - Finding new ways to do things
- Making links
 - Making links and noticing patterns in their experience
 - Making predictions
 - Testing their ideas
 - Developing ideas of grouping, sequences, cause and effect
 - Choosing ways to do things
 - Planning, making decisions about how to approach a task
 - Solve a problem and reach a goal
 - Checking how well their activities are going
 - Changing strategy as needed
 - Reviewing how well the approach worked

of the PC, and clicking a little puzzle, he was pressing buttons and the keyboard. "I'm trying to make this work. Can you put it on for me?" he said. I turned on the screen, and typed in the login details. As we went for the computer to boot, Sam told me, "This makes the DVD out pointing if he goes on a computer at home." I like to play games and look at pictures" he told me. He said that he wanted to do the same on this computer too.

I showed him the icon for Espresso, and let him guide the mouse and click to select it. Samuel used his right hand to control the mouse, and had excellent control, moving the mouse, and pressing the buttons. When the screen loaded, we could see a picture of a pirate. Sam looked really happy, and pointed, saying he wanted to play there. Again, he moved the mouse to select the pirate. "I want to look at a different one, and I want to do a game." He said.

We selected a game, where Sam could make his own pirate by clicking on the different body parts and dragging them onto a pirate ship. Samuel started by choosing which face he would like. He dragged this to the top of the picture. He then chose a hat and began to drag it. However, as he did this Sam realised that there was no room to place the hat. Because of this Sam realised that the picture. Sam dropped the hat, adjusted the head, and then tried again to place the hat. Sam showed me several times that he could adopt his work as he went on. For instance, he dropped his t-shirt, and accidentally covered the pirate's face. Where some children may have carried on regardless, Sam adjusted the t-shirt.

Sam finished his picture, and laughed when he gave his pirate a second head. When I clicked 'Save', a name box popped up on screen. I didn't say a word, but Sam said, "Samuel Paul Clark, begins with a 5".

We then pressed print, and Samuel accompanied me into the main school building to pick up his picture. When we reached the photocopier, I fed his picture into the machine to make a copy. Sam watched closely, fascinated by the machine. He then carefully carried his picture for me.

Sam was busy looking around, and he noticed the hall door. "Can we look in there? Is there toys?" he said. He waited until I had finished with the photocopier, and held my hand as we entered the hall. I explained that sometimes we come in here with the older children for assembly, and together we peeped through class 4's door at the older children. Samuel didn't like the older children, and took a few steps back from the door. "I don't like older children" he said.

We continued, upstairs. Sam held his pieces of paper carefully, plus my hand, and ascended the stairs taking alternative steps. When he spotted the chickens outside, he said, "Chickens!! Can we see if there's any eggs?" Sam was carefully around the birds, and listened carefully to instructions when we went to the camp. He was disappointed to see there were no eggs, "Why's there no eggs?" he said. I explained that it may be too cold, "Maybe if it's sunny," he replied, predicting when there would be more eggs. We continued our walk back to class.

Area	Child initiated / Adult led		Class/Group/Partner/Individual		
	22-36m	30-50m	40-60m	ELG	
Prime Area	NR 2, SCSA 2, MFE 1, 2, 6	NR 8, SCSA 3, 4, 5, 8, MFS 11			
Personal, Social & Emotional					
Communication & Language	U.3, 5, 1, 2, 6, 7	LA 9, U.7, 5, 8, 11 (PT)			
Physical	MH 6, 10	MH 12, 13, 18			
Specific Area					
Literacy				R 21	
Mathematics					
Understanding the World	TW 2, 7, 1	SW 4, 5, 9, 7, 7, 6		T 7, 6	
Expressive Arts & Design					
Next Steps:	To appear more confident around the older children in school (we have plan on to see some next week)				

... have been
... about
... Day
... friends
... my own
... my own red
... in my hand
... the texture
... a black circle
... Finally I
... to cut out
... for the stem
... poppy's were
... display
... proud
... Mrs. Khan

RQ2a Describe the pedagogy in the school

Observation in the EY classroom; focus children aged between 3 years 9 months and 5 years 1 month (though the oldest not part of this activity)



NP3 ES LS Observation A Part 1 image 15-11-11 1



NP3 ES LS Observation A Part 1 image 15-11-11 2

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NP3 ES LS Observation A Part 1 image 15-11-11 3

The silent zoo



Posted by Mrs Evans | Posted in Early Years, Phonics | Posted on 06-10-2015

We've been learning lots about animals this fortnight, thanks to our fabulous book, Tanka Tanka Skunk.

This morning Nursery were contacted by a very sad zookeeper.

All of the animals in her zoo had lost their voice. Since we were such good experts on animals the zookeeper asked the children to teach the animals how to make their noises again. We thought about each animals noise and whether they made loud/quiet, long/short and soft/scary sounds. Look below at our videos of the animals making their noises.

[A noisy pig's grunt](#)

[A wolf's scary howl.](#)

[A lion's loud roar](#)

[An owl's long hoot](#)

[A donkey's squeaky bray](#)

[A frog's croaky ribbit](#)

[A bee's long buzz](#)

[An 'ooh ooh ah ah' gorilla](#)

[A snake's long, quiet hiss](#)

[An elephant's noisy trumpet](#)

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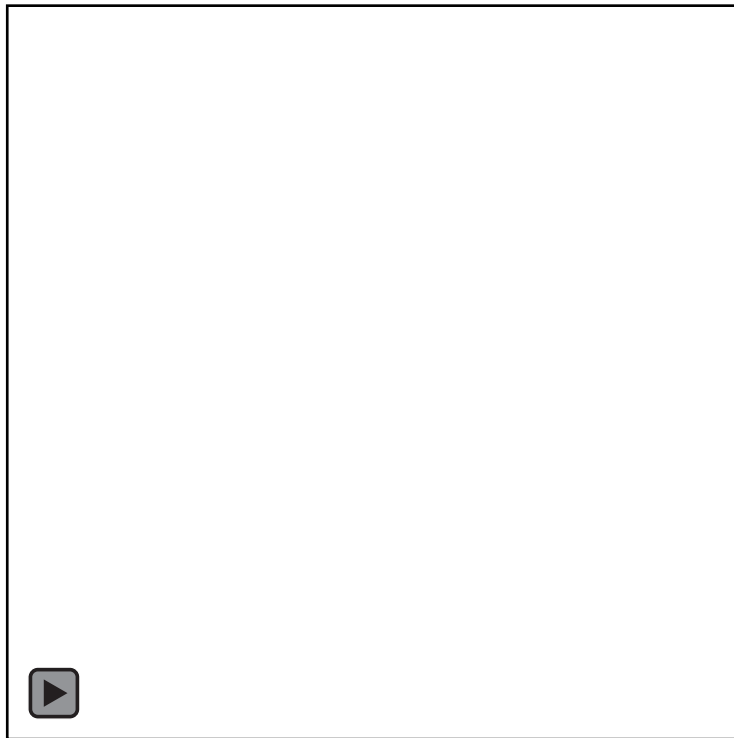
[Linking](#)

NP3 ES LS Teacher A interview_debrief image 15-11-11 2



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RQ2b How is the school drawing on the relationships between formal, non-formal and informal practices?



LittletownEarlyYears
@LittletownEYs
Littletown Early Years, Littletown J.I&N School, Liversedge. See what we are learning about!
littletownschool.org.uk

TWEETS 367 FOLLOWING 35 FOLLOWERS 367 FAVORITES 33

Tweets Tweets & replies Photos & videos

LittletownEarlyYears @LittletownEYs · 14h
We have had super learning outside this afternoon with our Autumnal activities @EYTalking @CreativeSTAR littletownschool.primaryblogger.co.uk/2015/10/08/our...

LittletownEarlyYears Retweeted
mcdroll @McDroll · Oct 8
Get the kids outdoors #becreative

LittletownEarlyYears @LittletownEYs
Some photos of our outdoor area set up today @EYTalking @CreativeSTAR

RQ3

What institutional circumstances and practices enable or undermine how pupils' digital competencies and practices are recognised (RQ1) and integrated into teachers' practice (RQ2)?

Strong commitment by Head to engaging with digital technologies, “woven into all aspects of school life”:

“One example of how we empower and build upon children’s digital competencies and practices is through the using of i-pads within lessons across the curriculum in many different ways:

- Teachers plan to use a variety of apps and games eg: Minecraft, Angry Birds and grammar games to develop creative ways to inspire and teach children as well as develop basic English and Maths skills
- The i-pads are also used a tool to film the children from which they can evaluate their performance in areas such as PE and drama

- The children use them independently to research different aspects of the curriculum by searching the internet
- In geography lessons the children use sites that allow the children to take a virtual tours of different places across the globe
- Children read blogs and enter comments onto them in guided reading sessions
- Children use the i-pads to add comments to activities on the school blog that are linked to their learning
- Downloaded texts and picture books (via kindle) are also shared on the interactive whiteboard using a lead to link the i-pad
- Digital leaders within classroom ensure that the equipment is cared for within the classroom and stored correctly

There are many creative ways in which our school i-pads are being used across the curriculum at Littletown school.”

Interim Conclusions

Premature to give final conclusions while research underway, however in my opinion these case studies give firm support to the ideas by Levy, Yamada-Rice & Marsh, (2013):

Principle 1: Teachers have clear pedagogic objectives which technologies are used to support.

Principle 2: Out-of-school experiences and interests are built upon in school.

Principle 3: Teachers might not always hold all the expertise.

Principle 4: The value of authentic communications with those beyond the classroom.

Principle 5: Motivation and engagement are key to learning, new technologies can play a part in enhancing creativity.

Assessment a key challenge.



Interim Conclusions

Assessment a key challenge.

*“Until policy makers fully embrace the implications of the advancement of the digital age and create the conditions in which appropriate and relevant curriculum pedagogy can be developed, it is up to inspired and inspiring teachers and those who research alongside them to illustrate what can be done and to highlight the significance of this work.”
Levy, Yamada-Rice & Marsh (2013: 341).*

Discussion

<http://edfutures.net>

<http://www.np3.org>

A photograph of ants on a white surface. The ants are arranged to form the outline of a map of the United Kingdom. Inside the map outline, the text 'EdFutures' is written in a bold, blue, sans-serif font. Below 'EdFutures', the text 'EDUCATIONAL' is written in a smaller, blue, sans-serif font, but it is mirrored and appears as if it is reflected on a surface below the map.

EdFutures
EDUCATIONAL

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Schools:

New Pasture Lane Primary School app
<http://newpasturelanepprimary.co.uk/>

<http://www.littletownschool.org.uk/>
Twitter: @LittletownEYs, @LittletownSch

Thank you!

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Twitter: @juliagillen

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