**[Karen Hope]:** Thinking about kind of some specifics around this, because I'm sure participants are very interested in this, people like to have salient take-homes that they can think about in their own practice. Are you able to give some practical examples of how young children might engage with technology, for example, with cameras, but obviously not limited to that?

**[Anne Kennedy]:** Well, I have seen cameras used very effectively with toddlers.

**[Karen Hope]:** So, have I, yes.

**[Anne Kennedy]:** In particular, in the centre that I'm thinking of where this took place and I know it's happened in others, but this was one that I was involved in. I was supporting the educators. They were interested to set it as a sort of provocation to find out what would the children photograph and what would we learn from those photographs? What would it tell us about how they see their world compared to the way we might see the world? What would they tune into? Would it offer insights that we hadn't captured in any other way? And indeed it did. I mean, some of the images the educators questioned was, was there intentionality here, or was it random?

**[Karen Hope]:** Yes.

**[Anne Kennedy]:** And we can't be sure, we can't be sure, but they talked with the children. They printed them off, they sat and looked at them and some children had the language skills to explain, others just would pat it, this is mine, this is important, but what I have really clear memories of, are photographs of windowsills that were low, which I don't think we saw much, but when you're short, that's what you [inaudible] with. I'm probably closer to it than some because I'm very short, but the stuff on the windowsills, from the windowsills looking out, stuff on the floor, it really was interesting. And there were fantastic discussions with the educators, with the children and then just with the educators, around what these photographs were telling us about how they saw the world, what was important to them and what we could do in response to that because that's always the next thing, what next? What are we going to do with that? So that's possible.

I think there's evidence too, around the use of those technologies for children with disabilities and developmental delay. That you can enhance things with the sound, you can enlarge pictures, you can... Children with limited mobility, for example, can swipe and touch and get something happening that they might not be able to do with other equipment. So, I think there's a whole interesting set of work and that's probably another conversation around how digital technologies can be, help with inclusive practice.

**[Karen Hope]:** Yes, it's probably a largely untapped kind of space as well. I think back onto that point about children and digital cameras. I recently saw some examples of two-year-old to three-year-old children being given cameras and encouraged to photograph their friends. And so, how the educators went about this was that they took photographs of the children, so they were modeling how to use the camera and in giving them some intentional kind of instructions around it, but also a bit of the dance that we just talked about. And the children were able to understand what this was about. This was about taking photographs of your friends at the early learning centre, but what the children chose to photograph about the child was quite interesting. There were very few photographs that were of the whole child. They took a photo of their ear or up their nose or their toe, a bit of hair.

And as amusing as that is and interesting that, that's what they chose to photograph, when the educators sat down afterwards and had this kind of gaze on the work, they were able to really have some good conversations about what the children were trying to tell them. And then they take that documentation back to the children and [inaudible], this is a nose and they relaunched the work, if you like to use that kind of phrase. It doesn't stop with a photograph, that's actually the beginning point.

**[Anne Kennedy]:** Exactly. I think that's the important thing. It's a bit like the photographs we might take for documentation purposes. And those photographs should go back to the children, always, for comment and for feedback and for interest. And often they reveal new things when we do that, because our interpretation is from our perspective, but the child or the family indeed might have a completely different perspective.

**[Karen Hope]:** Of why that was taken. And I think one of the learnings for this group of educators was also who children chose to photograph. Sometimes it wasn't the obvious candidate of, this is my best friend who I really, really like. It was someone that they had very little interaction, with and maybe that was because they wanted to be friends with them, so I will take a photo of your nose and that will make you like me. There was all kinds of revelations in the photographs themselves about why, the motivation for taking a photo of that person.

**[Anne Kennedy]:** Yes. I can understand that, yes.

**[Karen Hope]:** And I think I heard some old children recently being asked to photograph and make a book for new children coming in. So, if you were coming to this kindergarten next year, what would be the important thing you would like to say? And they didn't take photos of things the educator... They took photos of store cupboards because that's where the toys were, the really good puzzles are in that cupboard, and the kitchen because we were allowed to go in there and this is where the flour is kept. It was, where in the hands of children, they took on a different meaning.

**[Anne Kennedy]:** Yeah. That's the dance again, but on a different level. Yeah. So what would we think was important? What did they think is important? Having a conversation about that, and then what is all this telling us and what might we do.

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