



Statement of participation

Amanda George

has completed the free course including any mandatory tests for:

What children and young people say

This 3-hour free course explored how practitioners and other adults talk to children and young people, and how this influences what they tell us.

Issue date: 20 April 2018

www.open.edu/openlearn

This statement does not imply the award of credit points nor the conferment of a University Qualification.
This statement confirms that this free course and all mandatory tests were passed by the learner.
Please go to the course on OpenLearn for full details:
<http://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/what-children-and-young-people-say/content-section-0>

COURSE CODE: E214_1

What children and young people say

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Course summary

This free course, What children and young people say, looks at how practitioners and other adults talk to children and young people, and considers how this influences what they tell us. It identifies how children and young people would prefer to be engaged with, what would encourage their confidence in authority figures, and outlines the ways in which adults can improve on their listening techniques.

Learning outcomes

By completing this course, the learner should be able to:

- understand research and other sources of information about children's experiences in education and other spheres
- appreciate more fully how children's lives outside of school influence their experiences within school
- recognise how our own experiences and our views of children and childhood influence how we learn about, interpret and act upon what children tell us
- take a critical approach to research, advocacy and other activities focused on finding out and promoting children's views and experiences.

Completed study

The learner has completed the following:

Section 1

What do we mean by 'children's voices'?

Section 2

Children's experiences of services

Section 3

Children's experiences of family life

Section 4

Valuing and using what we learn from children

Section 5

Conclusion