

## 1.2 Use of Electronic Media

**Applies to:** All Koorana staff working in Preschools, families attending Koorana Preschools and visitors.

### Purpose

1. For children and Educators to use a range of electronic media as opportunities for learning and as learning tools.
2. For children to become confident in their ability to engage with a range of electronic media thus contributing to their sense of 'Becoming' a global citizen connected by technology.

**Version: 1**

**Date approved: 20/4/2016**

**Next review date: 20/4/2018**

**Approved by: CEO**

**Policy context:** This policy relates to

Standards or other external requirements

National Quality Standards – Quality Area 1 & Quality Area 2 – Standard 2.3 – Element 2.3.2

<http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf>

Legislation or other requirements

Children (Education and Care Services National Law Application) Act 2010

<http://www.legislation.nsw.gov.au/#/view/act/2010/104>

Education and Care Services National Regulations

<http://www.acecqa.gov.au/national-regulations>

The Privacy and Personal Information Protection Act 1998

<http://www.legislation.nsw.gov.au/#/view/act/1998/133>

Contractual obligations

N/A

Resources

Using technology in service delivery to families, children and young people, Australian Government – Australian Institute of Family Studies, Child Family Community Australia, CFCA Paper No. 17 2013

<https://aifs.gov.au/cfca/publications/using-technology-service-delivery-families-children>

	<p>Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8, Position Statement Adopted January 2012, National Association for the Education of Young Children</p> <p><a href="http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf">http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf</a></p> <p>How much time should my children spend with the media? Australian Council on Children and the Media, Factsheet updated June 2012</p> <p>About screen time and digital technologies, Everyday Learning Series Volume 8, Number 2 2010 (Early Childhood Australia Inc.)</p> <p><a href="http://www.earlychildhoodaustralia.org.au/site-map/">http://www.earlychildhoodaustralia.org.au/site-map/</a></p> <p>Belonging, Being and Becoming: The Early Years Learning Framework for Australia, DEEWR, 2009, p 44</p> <p><a href="http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf">http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf</a></p> <p>Early Child Australia – Digichild, <a href="http://www.earlychildhoodaustralia.org.au/our-work/digital-business-kit/digichild/">http://www.earlychildhoodaustralia.org.au/our-work/digital-business-kit/digichild/</a></p>
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Documents related to this policy	
Related policies	1.1 Educational Program, learning and development
Forms, record keeping or other organisational documents	<p>Use of Electronic Media Risk Assessment</p> <p>Staff iPad Induction/Training Checklist</p> <p>Lost or Stolen iPad Procedure</p> <p>Electronic Media Incident Report</p>

Definitions
<p><i>"Koorana" means Koorana Child and Family Services Incorporated.</i></p> <p><i>"Parents" includes a legal guardian.</i></p> <p><i>"Visitors" includes students, volunteers, visiting professionals, performers and contractors.</i></p> <p><i>"Staff" is a Koorana staff member working in the Preschool, e.g. Educator, Administrator or Key Worker. This may also include other Koorana staff such as Case Managers, Early Linker, Therapists, Head Office Administrators, Home and Community Based Key Workers and Koorana Management when visiting or working in the Preschool.</i></p> <p><i>"Program" is the activities and learning experiences the children are engaging in on a daily basis provided by the staff.</i></p>

## **POLICY STATEMENT**

Latest research indicates that when electronic media in early childhood programs is built upon solid developmental foundations, and where early childhood professionals are aware of both the challenges and the opportunities electronic media provides, that educators are in a position to improve program quality by using technology and media to maximize learning for each child. However, there is research that describes the detrimental effects extensive use of electronic media can have on children's development.

## **PRACTICES**

Mobile devices (iPads, tablets, iPods and smart phones), computers, television, video, radio, gaming devices and audio recordings are considered part of daily life. As such services should and can include electronic media into their programmes, activities and correspondence.

### **Mobile Devices (iPads, tablets, iPods, smart phones) and Computers**

It is important that young children are introduced to mobile devices and computers in such a way that they develop a positive attitude towards technology. At the early childhood level, experiences based on mobile devices and computers are intended to support an already rich and stimulating programme and environment.

There can also be many benefits for using technology with children with additional needs. This may include the computer and mobile devices being a source of communication with other children and staff, or that the use of certain software can provide stimulation that the child would otherwise not experience.

In general when using mobile devices or computers staff will select and introduce software and applications (apps) to children which:

- Are educational and facilitate children's learning.
- Are open minded and facilitate the sharing of ideas and information.
- Are designed to be used by groups of children or encourage children to take turns.
- Involve children in challenging, open-minded exploration and discussion.
- Introduce computers in a play context that does not require a successful product or result.
- Are easily manipulated yet maintain an interesting level of complexity.
- Do not assume or depend on children's literacy levels.
- Support the development of the expressive arts.
- Engage children in documenting their own learning and sharing this learning with their family members.

### *iPads*

- iPads may be used by staff and children for educational purposes and by staff to share children's learning.
  - Educational purposes means that children and staff use educational learning apps such as 'reading eggs' or 'Mathletics (and other educational apps) as well as using programs such as 'Pages', 'Mystory' (and other programs) to further foster children's development and to document and communicate children's learning.

- All educational apps and programs to be used on Koorana iPads need to be approved by Koorana Management.
- Under no circumstances are iPads to be used for staff personal use or for children to engage in non-educational activities.
- Staff and children will only use the Internet for educational purposes, e.g. to research topics of children's interest or for staff to research topics for educational purposes. This includes researching and watching videos.
- Children will be supervised at all times when using iPads to ensure that they are used appropriately by children and to ensure children are not exposed to inappropriate content.
- Privacy, confidentiality and security:
  - For confidentiality and privacy reasons as well as appropriateness staff are to use Koorana owned iPads only.
  - iPads are to be locked in a secure cabinet at the end of each day.
  - Staff are not permitted to take iPads out of the Preschool, except for excursions, or home visits.
  - If an iPad is lost or stolen staff will follow the procedure for lost or stolen iPads.
  - Staff are not permitted to record information or photos on their personal iPads, tablets or Smartphones.
  - Cybersafety will also regularly be addressed with children as well as their families as part of the program and Educators will source approved resources to share with the children and their families.
- Training and Risk Management:
  - A Risk Assessment regarding the use of iPads has been conducted.
  - All staff will receive an induction and appropriate training on how to use iPads.
  - During induction and training, staff will be made aware of their obligations and expectations when using Koorana owned iPads, associated risks and how to use iPads appropriately according to this policy and associated Risk Assessment. Preschool Leaders will complete the iPad induction/training form with staff.

#### *Aural Media/Radio/Compact Discs*

Children need to develop skills of selectivity and discernment in their use of radio/compact discs. It is preferred that aural media is used within the context of a planned and developmentally appropriate activity. Aural media may be used in a range of ways including:

- Providing well-read/sung tapes of children's songs, stories and poems.
- Involving children in recording sounds, including children speaking, singing and playing, to encourage confidence and build self-esteem.
- Use of music that will extend children's imagination through listening and movement.
- Extending the use of aural media through dramatic play, movement and singing.
- Including music choices within the program that is relevant and familiar to the children or educators cultural background or home environment.

