1. Purpose and Scope

Using media in its various forms may be valuable and informative for children and educators. This is reflected in outcome 5 of the Early Years Learning Framework; “Children use information and communication technologies to access information, investigate ideas and represent their thinking”. In fact, the Framework’s definition of ‘literacy’ includes media as one of the many modes of communication which children in their early years might access or be exposed to. It is important however that skills of selectivity and discernment are beginning to be developed from a young age through the use of a blended approach, integrating active and passive technologies with face to face interaction.

This procedure applies to aural media and visual media such as movies, computers, tablets and print.

2. Definitions

3. Procedure

3.1 Approach to Information Communication Technology (ICT) and Media use

The Centres will use ICT and media in order to:

- Develop understandings of the use of ICT and media as learning and entertainment tools.
- Develop children’s listening skills and understanding of language patterns.
- Extend children’s appreciation of language, literature and music across different cultures.
- Develop imagination and creativity, eg. the dramatic qualities of sound can be used to reflect or establish mood or energy levels, programs can encourage story-telling or play-acting possibilities etc.
- Develop and explore children’s own self-concept through the recording of voices and filming of themselves and others.
- Develop social skills of working, listening and being creative together.
- Actively break down stereotypes and biases and critique resources through the use of ICT and media.
3.2 Visual & audio media

The Centres will carefully consider the appropriateness of the use of television, DVD’s, computer media such as YouTube, digital programs and other visual media whether the viewing experience offers distinct advantages over other educational formats. Consideration will always be given to critiquing the particular piece of media for any biases or beliefs that may be espoused.

Staff will:

- Follow the small screen time recommendations set out in the Munch and Move Program- as sourced from the Healthy Kids Website (Ministry of Health, DEC & Heart Foundation).

- Ensure that programs and other visual media which is used is age appropriate and respectful, this includes the types of images provided to children through print media.

- Include parents in general discussions about media.

- Preview digital and print media wherever possible prior to using with children.

- If using digital media incorporate this into the curriculum as a planned activity which links to the rooms program.

- Interact with children during viewing and incorporate follow-up experiences into the curriculum.

- Respond to emotive content through movement, dance, music and other creative art experiences.

- Consider the use of audio and visual recording of children as a means of documentation and recording of learning and experiences where possible.

3.3 Computers, computer games, computer generated equipment (eg BEE BOT)

Children may have the opportunity to:

- Experiment with computers and key-boards as child-initiated play.

- Experience developmentally appropriate software programs in a social context.

- Develop appropriate skills in relation to computer use including posture, keyboard skills, distance of eyes from the screen etc.

- Develop a positive attitude towards computer technology and its various applications

It is not intended that the role of computers within the Early Years Centres is to teach reading, writing or mathematics or that interaction with computers should replace any other social early childhood experience.

Staff will encourage both boys and girls to participate in computer-related activities when provided, and will help to develop all children's confidence in the use of technology when used.

4. Review & History
5. Acknowledgements

Munch and Move program- (sourced from Ministry of Health, DEC & Heart Foundation).

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about Version Control on the Policy website.

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