

MEDIA AND TECHNOLOGY PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011 National Quality Standard: 1		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
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Associated Documents			
Version	Authorised by	Approval Date	Effective Date
2.0	Early Years Management	28 April 2016	28 May 2016

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*”. 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.

Early Years is committed to providing a play based curriculum with a strong focus on relationships and social interactions. Technology and media will be used as a resource to compliment the curriculum.

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

2. Definitions

Information Communication Technology (ICT): “anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment”. In early childhood education (ECE), the term ICT could include computer hardware and software, digital cameras and video cameras, the Internet, telecommunication tools, programmable toys, and many other devices and resources.

3. Procedure

3.1 Early Years will use ICT and media in order to:

- Develop children’s 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.

- Support the development of imagination and creativity.
- Support the development and exploration of the child's self-concept through the recording of voices and filming of themselves and others.
- Support the development of social skills such as working, listening and being creative together.
- Support the children to actively break down stereotypes and biases and critique resources through the use of ICT and media.
- As a research tool for learning and exploring.

3.2 Early Years Staff will:

- Consider the appropriateness of the use of ICT
- Consider if ICT offers a distinct advantages over other educational formats for teaching and learning.
- Critique the particular piece of media for any biases or beliefs that may be espoused.
- 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.
- Provide children opportunities to experiment with computers and key-boards as child-initiated play.
- Ensure that experiences are developmentally appropriate within a social context.
- Support the development appropriate skills in relation to computer use including posture, keyboard skills, distance of eyes from the screen etc.
- Help children to develop a positive attitude towards computer technology and its various applications

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

Staff will encourage both boys and girls to participate in ICT experiences when provided.

3.3 Early Years families will:

- Ensure that they do not expose children other than their own to any ICT or media whilst on Early Years campus or when engaged in a UNSW Early Years event.

4. Review & History

5. Acknowledgements

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

Healthy Kids Website - www.healthykids.nsw.gov.au accessed 28/04/16

<http://www.nzcer.org.nz/system/files/ictinecefinal.pdf> accessed 30/3/16

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.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Services	11 November 2013	11 November 2013	
2.0	Early Years Management	28 April 2016	28 May 2016	3.2, split to two sections – added 3.3