

# MPC: DIGITAL TECHNOLOGY AND CHILDREN STATEMENT

## Who is the Statement for?

A Statement on technology and young children provides a framework and reflection tool for teachers, educators, children, families and committee members to inform decisions and understand technology use with and for young children.

## Why develop a technology statement?

Changing technologies and the rate of change are ever increasing. Intentional decisions about each technology and the benefits, challenges and risks need to be made in context of place (MPC) and time. As Chip Donoghue, a world renowned early childhood and technology researcher, responds when asked about screen time for young children, “*It depends*”. This technology statement is in response to the complex and ever-changing nature of technology and aims to be a tool to support decision-making when considering the needs of individual children, the community of children, families and educators.

This statement, aligned with MPC philosophy and policies and the Early Years Learning Framework, is a ‘living document’ which can be reviewed and changed as information, improved practices and deeper understandings emerge.

## What frames this statement?

Technology and media use must be grounded in pedagogical principles. With guidance, these various technology tools can be harnessed for learning and development; without guidance, usage can be inappropriate and/or interfere with learning and development. Child development, Brain, Learning and Play theories, based on scientific research, are paramount when making decisions about technology use.

All screens are not considered equal.

*Technology is just like any “tool” we use in learning. It is not inherently good, nor inherently bad. It is something that educators must consider and make reasoned decisions about. (Engage more deeply; Extend beyond the eye; Enrich peer experience; Do something I can’t do normally.)*

Kate Highfield ECA LiveWire Forum 2015

## Questions to influence decision making?

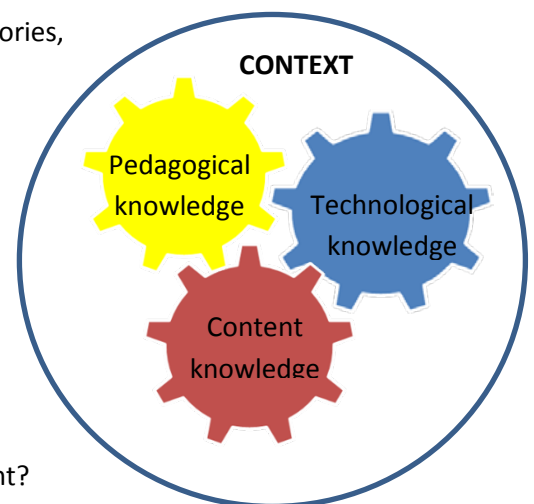
Is the technology/ interactive media used:

- to support learning and to expand young children’s access to new content?
- intentionally, within the framework of developmentally appropriate practice, to support learning goals established for individual children/community of children?
- to strengthening relationships (adult/child; child/child)?
- age appropriate, individually appropriate, and culturally and linguistically appropriate?
- to integrate into the environment, curriculum, and daily routines?
- supportive of existing classroom developmental and educational goals rather than distorting or replacing them?
- passive and non-interactive? if so, does this support individual/group learning goals?
- socially isolating? if so, does this support individual/group learning goals?
- impacting on outdoor play or reducing physical activity?
- contributing to or detracting from appropriate behaviour and attention?
- enabling thinking: research, revisit, revise, plan, communicate, represent, create?
- ethically sound?

Considerations when making decisions.

Adapted from Koehler Tpack

<http://www.matt-koehler.com/tpack/tpack-explained/>



# MPC: DIGITAL TECHNOLOGY AND CHILDREN STATEMENT (CONT'D)

## What technologies does this statement cover?

MPC currently has computers, tablets, an interactive whiteboard, mobile devices, cameras, DVD and music players, audio recorders, light tables, projectors. Each technology hardware, software and app will be assessed independently.

New technologies will also be considered from time to time. *Disruptive technologies: A new technological innovation that displaces an existing dominant technology.* (Clayton Christensen, 2003)

## References and links

*Family Engagement in the Digital Age* Chip Donohue

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<http://drkristygoodwin.com/2015/11/17/kids-attention-in-a-digital-world/>

<http://drkristygoodwin.com/2015/11/03/balancing-kids-screen-time-with-green-time/>

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