

Pre-K for Me Technology Supplement Statement

The foundation of early childhood education is Developmentally Appropriate Practice (DAP), a concept that brings together knowledge of child development, the development of the individual child, and the culture of the child (Copple & Bredekamp, 2009). The importance of using DAP for digital technology in an early childhood classroom is no different than when using other types of materials and tools (Fred Rogers Center, 2012). The Fred Rogers Center (2012) provides two principles for digital media use: a) “quality digital media should safeguard the health, well-being, and overall development of young children, and b) quality in digital media for young children should take into account the child, the content and the context of use” (p. 6). These principles support DAP through intentional use of technology in the classroom. NAEYC (2012) provides guidelines on linking DAP with technology as ways to differentiate curriculum, communicate with families, and enhance cognitive and social abilities in play-based environments. The American Academy of Pediatrics (AAP) released new [guidelines](#) for screen time that emphasize the importance of adults working with children in researching the apps used, understanding and co-engaging in digital content.

The International Society for Technology in Education (ISTE) technology [standards](#) for students begins at age four. The 2016 ISTE Standards for Pre-K-12 students emphasizes fitting technology into pedagogy rather than focusing on the technology as a tool (ISTE-S, 2016). The ISTE Student Standards (2016) and the NAEYC Technology Statement (2012) share an emphasis on appropriate pedagogy, collaboration, and understanding technology use. ISTE-S provides a framework for developing intentional and appropriate classroom interactions with digital technology for young children. Foundations are built for young children to become *Technology*

Literate Students (ISTE, 2016) in the areas of active learning, and social outcomes through communication and collaboration. As digital technology becomes more prevalent in education settings, early education teachers need to focus on introducing and extending technology in preparation for the child to become a Technology Literate Student.

Using the Technology Supplement in Pre-K for ME

Technology in early childhood classrooms needs to emphasize interaction – whether that is between the child and teacher or a collaboration of children using a tech tool. Teachers should become familiar and comfortable with the technology before introducing it into the classroom. This technology supplement does not support using digital technology as a passive means of engagement nor does it suggest using technology as a “reward”.

The activities found in the technology supplement are interactive, and enhance existing activities within each unit. The tech tools and activities are accessible, recognizing the wide range of comfort early childhood teachers have using technology. Two activities are available for each of the first four weeks in each unit: one activity is designed for easy access and “lower” level commitment; the second activity is designed for a “higher” level of teacher commitment and activity. The activities are designed so that they offer maximum flexibility for early childhood classrooms. There is a Unit Guide that provides the technology concepts presented by unit and week.

When you look over the apps and other resources used in the technology supplement, you will notice that there are multiple apps and other material that can be used to write books, journals, and draw. Each tech supplement lesson suggests apps/tools for you to use - if you are new to technology, start with the tools/apps you are most familiar. As you become

more comfortable integrating tech tools, you can experiment with more complex technology. The technology supplement activities are suggestions - as you become more familiar with the lessons and technology, you may find yourself developing your own technology extensions.

Both ISTE for Students and MELDS are found in each activity. ISTE for Students are the technology standards used in Pre-K-12 curriculum and are therefore an important part of the PreK-12 continuum. ISTE for Students might be unfamiliar to many of the Pre-K for ME users, so links to the standards are provided. Use this technology supplement as it fits into your program and teaching - and have fun exploring the appropriate use of interactive technology!

Practicing digital citizenship as a teacher before taking pictures of children and their work

(Erikson, n.d.)

- talk to your school leadership first about your plans
- ask parents/guardians to sign a release form provided by the school or program
- ask each child for permission and tell children how their images will be used
- *protect a child's privacy* and digital footprint by putting a shape or positive emoji over a child's face before sharing it on social media platforms to protect a child's privacy
- Before sharing images of children with parents and caregivers make sure to review guidelines for protecting their privacy with parents, including reminding parents to
 - *ask for permission from your child* if you can post an image, video or project online and respect your child's wishes

- share with care and post images of *only your child* online
- *be positive and a good digital citizen* by posting only positive comments, photos and videos a child would be proud to show someone later in life-never shame your own child or another child online

References

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice* (3rd Edition). Washington, DC: NAEYC

Erikson Institute. (n.d.). Retrieved from <http://teccenter.erikson.edu/>.

International Society for Technology in Education. (2016). *ISTE Standards – Students*. Retrieved from <http://www.iste.org/standards/standards/standards-for-students>

National Association for the Education of Young Children & Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. (2012). *Technology and Interactive media as tools in early childhood programs serving children from birth through age 8*. Retrieved from <http://www.naeyc.org/content/technology-and-young-children>