Content, Interaction and Context: Three things to consider when using technology in the preschool classroom

By Laura Delgado, South Florida VPK Regional Facilitator

In 2012, the National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center released a joint position statement regarding the use of technology and interactive media in early childhood programs. The position statement provides guidelines for parents and teachers of young children to provide developmentally appropriate technology and interactive media opportunities. In 2016, the American Academy of Pediatrics announced its recommendations for how high-quality, developmentally appropriate technology and media can be used with young children as another tool for learning.

It is important to keep the following three areas in mind when using technology and interactive media with preschool children.

Content High-quality learning opportunities are essential in all aspects of the classroom learning environment, including technology and media. When deciding on which programs and apps to use in the classroom, there are several questions you should ask yourself. Does the app or program support the child's learning goals? What skills is the child developing when using the program? What are the ratings and reviews for the program? Does the program or app allow interaction? Does the program have the ability to track each child's progress? Teachers should use the program or app to determine if it is appropriate for each child prior to introducing it to the children.

Interaction It is important that young children have interactive and engaging experiences when using technology. Hands on opportunities and rich conversation should be part of this experience. Children can be paired together so they can cooperatively engage with each other as they use a tablet or computer. Teachers should model how to use technology appropriately.

RULES

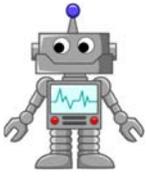Workshops and hearings that occurred this month.

9/19/2017
6M-8.602 Performance Standards for Children Participating in VPK

Remember to check our site regularly for a listing of proposed rules and notices.

http://bit.ly/2gkcQIN

Context Using technology as a learning tool in the classroom should involve intentional planning. Are the skill levels of each child taken into consideration? How does the use of tablets and computers support learning in the classroom? Does every child have the opportunity to explore programs and apps that will help them reach their individual learning goals?

These are important areas to consider as you think about incorporating or extending the use of technology and media in your classroom.

Resources

National Association for the Education of Young Children
https://www.naeyc.org/files/naeyc/file/positions/KeyMessages_Technology.pdf

American Academy of Pediatrics
https://www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx

Early learning professionals have a new way to track their career progress!

Early learning professionals can now track their training, certificates and more. The Office of Early Learning in collaboration with the Department of Children and Families has created the Florida Early Care and Education Professional Development Registry. The registry enables early learning professionals to track training they have completed, certificates they have achieved, their career advancement and work history. The system also enables policymakers to analyze how well the professional development system is supporting early learning professionals in advancing their career and achieving higher levels of specialized education.

More information on the **Florida Early Care and Education Professional Development System** and **access to the registry** are available on the early learning website.

2017 60th Annual FLAEYC Conference

flaeyc
Florida Association for the
Education of Young Children

December 7-10, 2017

Florida
FORWARD

60th Annual
Conference

One State
Our Communities
Our Children

Rosen Shingle Creek • Orlando

https://flaeyc.org/annual/

Early
Learning
Coalition of **PASCO
HERNANDO**
A good start...a great future!

SAVE THE DATE

Saturday, October 21, 2017

**10th Annual Conference
Learning Through Play**

**Bishop McLaughlin High School
13651 Hays Road, Spring Hill, FL 34610**

Registration Open Now!
**http://www.phelc.org/
annualconference10.php**

"If you don't make mistakes, you're not working on hard enough problems. And that's a big mistake." -F. Wilezek

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VPK LEARNING CIRCLES

Be in the Loop!

VPK Learning Circles are ongoing opportunities for early childhood professionals to share strategies, research and best practices in VPK classrooms. Learning Circle activities include
— Practicing new ideas and skills.
— Professional networking.
— Sharing resources and experiences.
— Discussion and brainstorming solutions for challenges faced in the field.

Who should attend?

VPK providers, directors, teachers and administrators who would like an opportunity to network with other professionals in early childhood education.

Who do you contact for more information about Learning Circles?

Your local VPK regional facilitator organizes and facilitates the Learning Circles. You can find contact information for your regional facilitator on the OEL website at http://bit.ly/2o6PGpW.

August Participants	2017-18 Total Participants
328	453

Professional Development

Florida's Office of Early Learning in collaboration with the Florida Department of Children and Families (DCF) offers a variety of online and instructor-led training opportunities. To register for any of these training opportunities, please visit DCF's training website at http://bit.ly/1oHgYPm.

Online Courses	August Completers	2017-18 Total Completers
Standards for Four-Year-Olds	531	1068
Integrating the Standards: Phonological Awareness NEW!	39	75
Emergent Literacy for VPK Instructors	590	1260
Language and Vocabulary in the VPK Classroom	115	255
Mathematical Thinking for Early Learners	80	254
Working to Create Positive Learning Environments: Preventive Strategies NEW!	52	112
Developing the Socially and Emotionally Competent Child NEW!	31	75
English Language Learners in the VPK Classroom	67	155
How to Administer the Florida VPK Assessment NEW!	134	223
VPK Assessment Instructional Implications NEW!	58	107
VPK Director Credential Course	86	264

Instructor-led Courses	August Classes	August Participants	2017-18 Total Participants
Standards for Four-Year-Olds	0	0	42
Integrating the Standards: Phonological Awareness	8	52	135
How to Administer the Florida VPK Assessment	16	115	247
VPK Assessment Instructional Implications	11	72	143
*EMEL: Making Sense of Sets and Numbers	14	112	173
*EMEL: Counting and Operating with Numbers	7	80	115
*EMEL: Patterns, Measurement and Data	0	0	154
*EMEL: Shapes and Spatial Relationships	0	0	57

*EMEL– Early Mathematics for Early Learners