

CHILDREN AND MULTI-MEDIA Version 1.18

Selected developmentally and age-appropriate multi-media programs and other activities may be used on the Smartboard, Interactive LCD board or i-Pad that support the curriculum. With the assistance of Educators, children will have access to the Internet as a research tool and to facilitate inquiry-based learning. Educators will interact with children to prompt conversations, support their understanding, and strengthen their skills and knowledge during these experiences. Staff will regularly check available resources carefully to make sure inappropriate or harmful material is not accessible to children. All staff have a responsibility to model critical judgement about the appropriateness and usefulness of both conventional and emerging digital resources. Research relating to unfamiliar topics / concepts will be initially conducted away from children to determine the suitability of exploring the topic / concept further with children. The use of personal phones when with children is not permitted. The Centre has 3 incoming phone landlines and will immediately connect relevant staff in the event of a personal emergency.

In the interests of equity and social inclusion, staff must consider the diversity of all children. This includes:

- First Nations children
- those with a disability or additional needs
- those from different social, religious, cultural, and economic backgrounds
- those who are same sex attracted or gender diverse

All staff must promote social inclusion by challenging stereotypical representations of people and circumstances.

When using resources relating to First Nations culture, we will check with current First Nations families or community members to ensure its suitability.

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Get Up and Grow

Selecting and Using Resources for Educational Purposes, Department for Education 2022