

DEMOCRACY AND INFORMATION, COMMUNICATION TECHNOLOGY: A PEDAGOGICAL RELATIONSHIP.




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ICT, ECE AND ME.

- **A new centre wanted to explore and incorporate an ‘ICT rich environment’ focus. What did that mean?**
 - **Research and collaboration with University of Waikato as a teacher researcher and then undertaking small scale studies .**
 - **A family of technologists (‘Techno joy’ rules supreme in my housewell almost !!).**
 - **Some strong and interesting views on ICT.**
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WHAT SURROUNDS US? THE POSSIBLE IMPACTS ON THE USES OF ICT IN DEMOCRATIC EDUCATION:

- **Tools and devices.**
 - **Software and programmes .**
 - **Costs and availability.**
 - **Exciting and concerning.**
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CONTEXTS FOR DEMOCRACY AND THE SUPPORT OF ICT DEMOCRATIC PRACTICES.

- **Our Curriculum.**
 - **Pathways to the future and participation.**
 - **Socio –Cultural theory and practices.**
 - **Bi-culturalism.**
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DEMOCRATIC FEATURES OF LEARNING IN EARLY CHILDHOOD EDUCATION.

- **Children's participation and opportunities to learn about things that are of interest to them.**
 - **Children able to display agency and make decisions about the things that interest them.**
 - **A security and freedom to express a diversity of ideas and ways of being.**
 - **To incorporate and use their socio-cultural contexts and practices.**
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QUOTES OF NOTE ON DEMOCRACY: INFLUENCES FOR ICT DEMOCRATIC PRACTICES:

“ democracy needs to be born anew every generation, and education is its midwife” (Dewey 1915. p.15).

Education is ...” growth –process not preparation; it both is and aims at a ‘continuing reconstruction of experience’” (Dewey, 1897, p. 77)

“Educational practice becomes democratic when it fosters activity rather than demanding passivity”. Kaplan, 2009, p.30)

Te Whāriki is “ ...common yet individual, for everyone yet only for one...Te Whāriki teaches us to respect ourselves and ultimately to respect others” and “...it aims to ensure that children are empowered in every way possible, particularly through the development of their mana”. (Reedy, 2003, p.74)



A PEDAGOGICAL MUST


“..practitioners must be conscious of the kinds of interactions they would like to occur in the context of ICT use and adopt pedagogical strategies to support these” (Bolstad, 2004, p. viii).

“New technologies provide significant opportunities and affordances for learning and social connection in ECE settings, including that which would be impractical or impossible otherwise, but they do not guarantee these outcomes independent of the pedagogical and social contexts within which they are used” (ECE ICT PL Synthesis report, 2009. p. 4).


“ICT use should be grounded in an understanding of the purposes, practices and social context of ECE” (Barback, 2012. p.13).



DEMOCRATIC TEACHING PRACTICES THAT ARE SUPPORTED THROUGH ICT:

- **Intentional and spontaneous, emergent and planned.**
 - **We can guide and we can follow. (co-constructing, scaffolding, knowing and not knowing. Listening and taking an interest)**
 - **Sustained shared thinking.**
 - **Working theories.**
 - **An example: Computer detectives.**
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LEARNING THROUGH ICT: SOME MORE ON DEMOCRATIC OUTCOMES

- **Inclusive practice. Supporting a variety of Learning styles, Learning needs.**
 - **Connections.**
 - **Thinking skills and inquiry dispositions.**
 - **Agency and the active learner.**
 - **Opportunities for diversity, creativity and curiosities.**
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DEMOCRACY AND ICT: SOME OTHER EXAMPLES TO THINK ABOUT.


- **Paul and his Dinosaurs.**
- **Uncle Wale and his story.**
- **Jessica and her birdhouse.**

PEDAGOGICAL CONVERSATIONS:

With whom?

- With children.
- In our teaching teams and cluster teams.
- Family and whaanau.

About what?


- Meaningful learning and experiences using ICT.
 - What might ICT using democratic practice look like?
 - Influences of professional development, policies and society.
 - Places for ICT funds of knowledge and practices.
 - ICT accessibility/uses/conditions of uses that are democratic.
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SO FINALLY.....

- **Democracy and the identification and application of democratic practices using ICT is important to declare and share.**
- **Such democratic features further clarify ICT and its position in ECE and further legitimises its place. It adds to the defining of a pedagogy and practices that will inform, reassure and maximise purposeful uses of ICT by children and teachers.**
- **These features of our teaching pedagogy and practices are powerful.**
- **It is something that is enshrined in our curriculum . It enables us to define our identities as teachers, our children as learners and includes family/whaanau and community. It also affirms our contributions as a sector to a democratic and fair society. It is something we teach in the here and now with children, whatever their age.**

THANK YOU.

“Democracy and democratic citizens are not just for a later time, they are not something we prepare children to practice and become as they grow older. They are something young children can and should live here and now” (Moss & Urban, 2010. p.49).



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ALSO TO CONSIDER.

Assessment development, family whaanau and child involvement.

Independent use and freedom to explore and develop competence in use of tools and devices.

To take on a role of peer support and expert in use of ICT in the centre. Concept of Tuakana Teina. And Ako The techno know how to techno show how.(Knighton, Zoe)

Making accessible and inviting ICT use for children who may not have access to this outside of the centre.

Equally acknowledging that not all children readily involved or interested in ICT or will use it for their learning.

