Current practice with technology for childcare

Include a digital photo that well represents how your school uses technology **for childcare** (e.g., health, safety, support during lunch time, transition, toileting, recess)

Hands-on and Virtual: STEM Learning from a Distance. (2020, June 23).
Retrieved October 04, 2020, from
https://home.edweb.net/webinar/stem20200623/

Denise has an anxiety disorder. Transitioning to Kindergarten was a challenge for her, since it was her first time in school, and also her first time on a camera (with the use of Zoom) for a long period of time. She attended the quick meet and greet that was online on a Zoom call and a quick in person meet and greet at the school, but other than that she did not have any transitioning activities to become used to being in Kindergarten. We allow her to shut off the screen when she wishes, and turn it on when she feels more comfortable. During breakout rooms when it is time to share ideas and/or work to 4 other students rather than the full group, she chooses to not share. She chooses when she wants to participate, and will raise her hand when she is ready. If she is called on, she will not answer. Participation is shown through movement exercises such as movement and morning yoga during

morning meeting. She lives with her mom and her grandmother, and has an easier time with the asynchronous work so she can work on it with them rather than on the spot on screen. She also has a younger sister who is in preschool, and doing remote learning as well. They will also work on their asynchronous work together. I chose the picture because it accurately portrays two young students learning virtually on their devices and have their materials ready, but it does not have the teacher shown on the device. I picked this to show the students having to figure out the device on their own, since the teacher cannot physically be there. The transition to Kindergarten process was not present other than two quick meet and greets, and the parents and guardians were not taught how to help their child with Zoom and other platforms used such as Google slides ad Google classroom. I do not agree with this practice. I feel that transitioning to Kindergarten needs to have more interaction created between the student and the teacher and between the students and their peers before beginning being in class, even if it is a virtual setting.

Current practice with technology for social and emotional development

Include a digital photo that well represents how your school uses technology **for children's social and emotional development** (e.g., emotional well-being, coping with crisis, stress, socialization)

Says, N., Says, J., Says, S., Says, L., Says, M., Says, J., . . . Says, A. (2020, March 22). How to Have a Virtual Morning Meeting During Distance Learning. Retrieved October 04, 2020, from https://www.teachinglittleleaders.com/2020/03/how-to-have-a-virtual-

morning-meeting-during-distance-learning/

Mrs. Green in the picture is asking students to participate in morning meet greetings. They are all remote, so they cannot see their friends in person, but they are socializing with each other through the computer screen. Right now, she is asking Larissa to give a virtual high five to another peer. Larissa is a very energetic student. She is repeating kindergarten due to her need of extra help with identifying letters and her need for extra help with identifying shapes in math. She participates even when she does not know the correct answer. She enjoys talking to peers and sharing her ideas during breakout room sessions. Her parents say she is very social at home as well as in the classroom.

I chose this photo because I agree with this practice that is used. It is a strategy for Larissa to be social with her peers, and creates that student to student interaction that all students need even if they are not in person. By not being in person, students are losing their social emotional learning that they receive every day in the classroom. They are missing out on the time they are learning to share with their peers, play games, have turn and talk and discussions about their thoughts and ideas on either a certain subject or even just a typical conversation. They are missing out on lunch and recess time when they can talk about anything that they want. They are not receiving their teaching of social cues and manners that you would be taught in the classroom, such as waiting in line, sharing, letting others speak, etc. By doing morning greetings, they are interacting with one another rather than just answering the teacher. Something to elaborate on would be students asking each other questions during morning meeting. For example, asking each other how their weekend was.

Current practice with technology for education

Include a digital photo that well represents the current practice with technology for **education** that you witnessed in your practicum.

Hoffman, J., & Dunsiger, A. (2020, August 21). Transitioning to Kindergarten Without The Stress: A Self-Reg focused approach to welcoming children to school - Self-Reg. Retrieved October 04, 2020, from https://self-reg.ca/transitioning-to-kindergarten/

Kara and Faith are energetic students. They are both part of the learning hub program at the school. They come into the building everyday with other students who need extra help in certain areas. For example, Faith needs extra help in identifying letters and letter sounds, and Kara needs extra help in identifying numbers. Kara is also easily distracted and needs someone there to keep her on task. They are in a room with 5 other students who are also learning remotely. Because a computer screen itself can be easily distracting for a kindergarten student, they are given reminders and prompts by the teachers to guide them back to the lesson and material being taught. Kara and Faith's favorite lessons are ones that involve hands on activities. Hands on activities enable them to be more engaged and participate.

I chose this picture because it represents students engaged while doing hands on learning. Even though their remote learning is technology based by the use of tools such as Zoom, Google classroom, Google slides, etc. that they can access from a device such as a computer, iPad, or Chrome book, students need to have lessons that incorporate hands on activities. This sometimes gets lost in translation when the focus is on virtual learning. This practice is shown in my practicum to a point, but it needs to be elaborated much more. The basic hands on materials are being used such as crayons and paper (to draw), and their own toys from home (for scavenger hunt activities), but there needs to be more elaboration on the materials. The school is sending out more materials for students to use for specific subjects, but even if they did not have those materials, they could be using the basic materials such as crayons and paper or their own toys and objects from home and be participating in more creative and engaging activities.