



# Early Childhood Literacy

Images: Waabiny Time TV se

Professional Learning Workshop for Teachers of 4 to 8 Year Olds



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# Introduction

- WELCOME!



## Behind The Scenes....

- Sarah Jones
- Vincent Trundle
- Simon Dargaville
- Christine Evely



# Learning Together is Fun!!



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# Workshop Overview

- **Session 1:**

Why Use Digital Media in the Classroom?

- **Session 2:**

How to Use Digital Media in the Classroom?

Skills, knowledge and dispositions students develop by using DM

- **Session 3:**

What can you do in the classroom to develop and extend student's as critical consumers and creators of digital media.



# ACTF CHARTER

## Entertainment/Education

- The most powerful learning occurs when our brains, senses and hearts are engaged.
- Quality media can motivate, create wonder and inspire children to learn.
- Media, used by children, needs to be monitored and negotiated to be a positive part of their lives.



First Day



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# Digital Media in the Classroom

Engagement and Reflection, Doing and Knowing:

- To truly understand visual/media/screen literacy children need to be actively involved in creating static and moving images (and objects)
- Feel confident to respond to their own and other's works.

How?

- **In** – active engagement with the construction and production of still and moving images (and objects)
- **Through** – using the materials, techniques, codes and conventions specific to the construction and production of still and moving images (and objects)
- **About** – researching past and present artists/ writers/ producers, their forms, styles, ideas, meanings, techniques etc. used to construct and produce still and moving images (and objects)



I Think... is an educational resource comprising a Teachers' Guide, Video Anthology and Website. It is designed to be used with children aged 5 to 13 as an aid in teaching them how to participate in philosophical inquiry in the classroom.

Ten units are contained in the book; more information and four additional units are available [here](#)

# Discussion #1

- Q. What was the clip about?
- Q. How was the clip made? (Materials used)
- Q. Why is the content of this clip accessible to all?
- Q. Codes, conventions, filmmaking style of clip?



# Critical and Creative Thinking

*“**CREATIVITY IS NOT A SEPARATE ACTIVITY FROM THE INTELLECT**, BUT WHY DO SO MANY ADULTS BELIEVE THEY ARE NOT CREATIVE?”*

- Sir Ken Robinson believes our educational system plays a role in diminishing creativity by promoting learning based solely on a critical and rational approach.

*“THERE IS A SENSE OF FUTILITY BUILT INTO OUR APPROACH TO THE ARTS, WHICH IS WHY THEY ARE MARGINALIZED,” HE SAID.*

[http://tedblog.typepad.com/tedblog/2006/06/sir\\_ken\\_robinso.html](http://tedblog.typepad.com/tedblog/2006/06/sir_ken_robinso.html)



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# Critical and Creative Thinking

Creative thought can be divided into divergent and convergent reasoning:

- ***Divergent thinking*** is the intellectual ability to think of many original, diverse, and elaborate ideas.
- ***Convergent thinking***: the intellectual ability to logically evaluate, critique and choose the best idea from a selection of ideas.

Both abilities are required for creative output. Divergent thinking is essential to the novelty of creative products whereas convergent thinking is fundamental to the appropriateness.

Thus, any general definition of creativity must account for the process of recognition or discovery of novel ideas and solutions.

# Child development and TV

## Ages 2-5

- \* Has trouble following and remembering a story
- \* Has trouble differentiating between cartoon, drama and news
- \* Pays a lot of attention to commercials and cartoons
- \* Doesn't always know the difference between commercials & programs
- \* Trusts commercials
- \* Likely to imitate things seen on TV



# Child development and TV

## Ages 6-8

- \* Remembers & understands simple stories
- \* Knows that TV isn't always real
- \* Has favourite commercials and strong program preferences
- \* Begins to understand that the purpose of a commercial is to persuade
- \* Starts to view news and documentary TV
- \* Looks to TV for role models and information about the world



# Discussion #2

- Q. How does what we know about Child Development impact on what digital media we use in the classroom?
- Q. How does digital media help students make sense of the their world and their experiences?

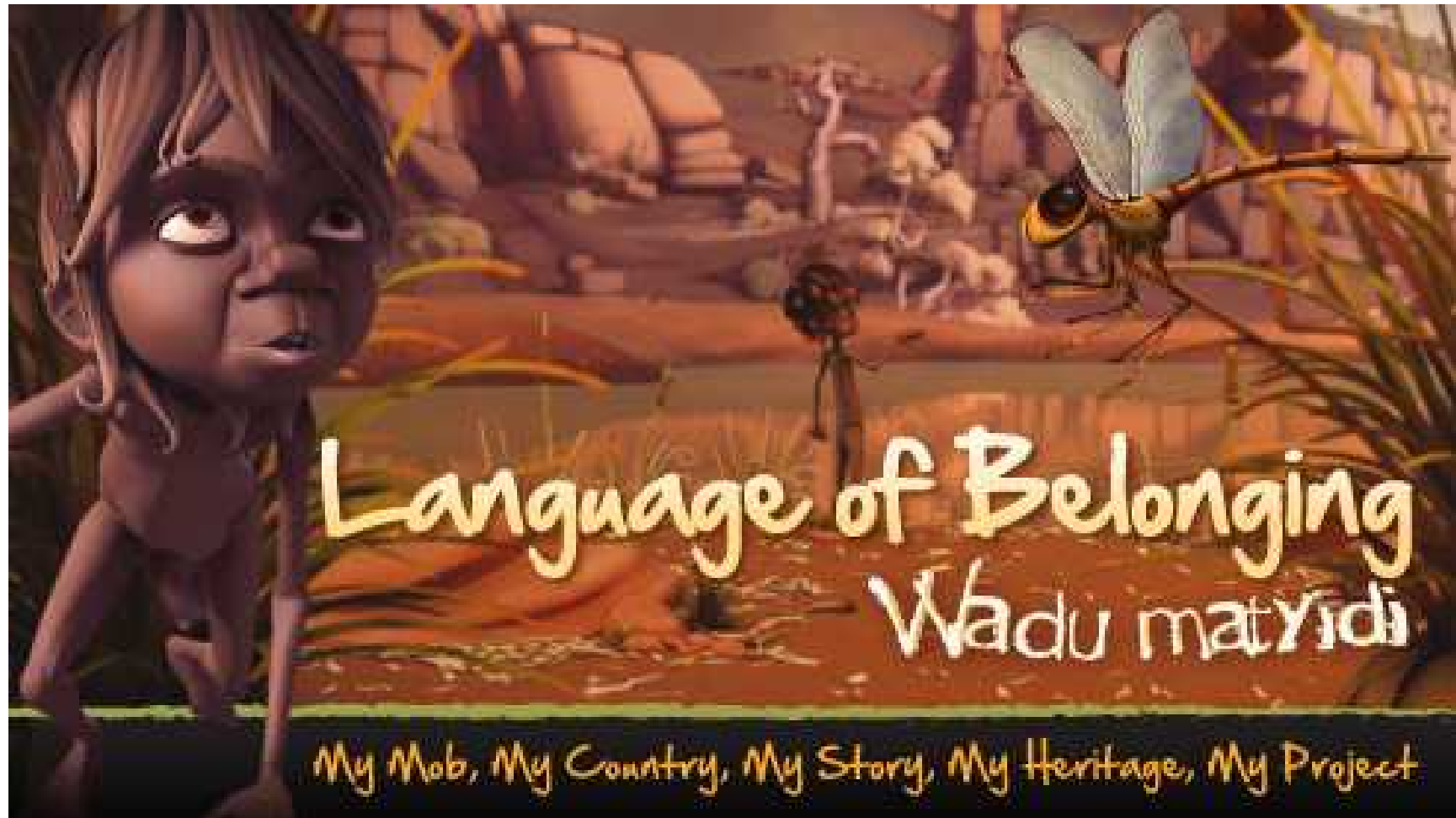


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# Aboriginal and Torres Strait Islander Histories and Cultures

Use Wadu Matyidi:

- Scaffold Students in terms of understanding the story and reinforce the story
- Use Wadu Matyidi as a stimulus to look at the custodial owners of your land.
- Discuss with your students their family structure, acknowledge and appreciate diversity
- Engagement with the environment/country
- Discuss with students language and the spoken word at home, explore and celebrate the differences and similarities between the students
- Remember we don't need to speak the language to appreciate the culture!

# Next Week...

- **Session 2:**

How to Use Digital Media in the Classroom?

Skills, knowledge and dispositions students develop by using DM

- **In the Meantime:**

Watch Wadu Matyidi, and think about how you would use it in your classroom.

