

Q&A TREAT TECHNOLOGY AS MORE THAN A REWARD OR REINFORCER.

FOR PARENTS



Q It is challenging to get my child to complete his tasks (e.g. eating, putting away toys) without using the phone as a term of exchange. Help!

It takes time and practice for children to learn to manage emotions and behaviour, just like learning to walk and talk. Instead of using punishment to control their behaviour, try a positive approach that aims to guide and support their development. Such an approach nurtures their intrinsic motivation to behave appropriately, encourages cooperation, and lays a strong foundation for dealing with difficult or stressful situations.

Tips for getting your child to complete a task or routine:

- > **Involve him in solving the situation.** Talk about expectations and appropriate behaviour, and arrive at a solution with him. Giving your child room to make choices and decisions within boundaries supports his natural desire to feel capable and develops a sense of competency.
- > **Help him do what was agreed.** Acknowledge your child's efforts when he did what you both had agreed on (e.g. practised a new skill, repaired a relationship). If further learning is needed, ask "What else can we do?".
- > **Use 'time in' rather than 'time out'.** Stay close to your child to help him calm down and guide him to do better. When placed in 'time out', children are removed from guidance and interactions to help them understand the situation and modify their behaviour. The inappropriate behaviour is likely to continue as they mostly learn to avoid getting into trouble rather than do what is expected of them.

Q How can I design the curriculum to maximise the benefits that technology brings for children?

Traditionally, technology was a means of transmitting knowledge to children, for example, through slideshows and videos. The pandemic has accelerated how we harness technology to transform teaching and learning in preschools. No longer restricted by a physical classroom, we are now looking at a vision of 'preschools without walls' where children can access real-world, authentic learning experiences to broaden and enrich their worldview.

To integrate technology into the curriculum in a purposeful and meaningful way:

- 1. Consider the SAMR (Substitution, Augmentation, Modification, Redefinition) model** developed by education researcher Dr Ruben Puentedura. Instead of merely substituting physical worksheets with online versions, use technology to redesign tasks or create new ones. For instance, show videos to extend children's understanding of a topic or current issue (e.g. global warming), and safely transport them to far-flung learning journeys around the world via virtual or augmented reality.
- 2. Adopt differentiated instruction.** Ensure lessons are age-appropriate and allow children to learn at their own pace. A good resource is the Nurturing Early Learners Framework's guidelines on using information and communications technology.
- 3. Provide access to all.** Give children, regardless of background, equal opportunities to access technology. This is potentially the greatest equaliser for our children.

FOR EDUCATORS



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