Risk assessment and management- Use of Technology in the Classroom Educators/Teachers

Developing risk assessment and management plans is an ongoing part of daily practice for education and care services. This tool is a starting point to support your thinking around hazard identification and risk management when planning experiences for children. Use this tool to identify, assess and manage the risk of harm before an incident occurs. It is important to adapt this tool to fit your particular service so it is a meaningful part of daily practice.

Use the risk matrix and control measure below to help you complete this tool.

It is important to adapt this tool to fit each learning experience so that it is a meaningful part of practice.

Risk Matrix					
Conse quenc es	Likelihood				
		Rare	Unlikely	Possible	Likely	Almost Certain
Major	Moderate	High	High	Critical	Critical
Significant	Moderate	Moderate	High	High	Critical
Moderate	Low	Moderate	Moderate	High	High
Minor	Very low	Low	Moderate	Moderate	Moderate
Insignificant	Very low	Very low	Low	Moderate	Moderate

Risk assessment and management – Learning experience plan		
Experience plan: Technology in the classroom.	**Date:** 25th of March 2024- ongoing	**Time:** Through any time of the day**.**

Overview of the experience – *Provide a brief overview of the experience*

Educators will be incorporating technology within the classroom's that will support each child's needs and interests. It will be incorporated through the appropriate use of iPad's, projectors, and through music.

Educators in the classroom are not to be using their personal phone for personal use, taking photos for children's learning or music. Educators and Teachers personal phones are to be in their bags in their locker in the staffroom at all times, and only used on personal staff meal breaks.

Rationale and links to children's outcomes – *What value does this experience have for the child(ren)'s learning and development?*

For Educators and Teachers to provide a range of resources that enable children to express meaning through visual learning and communication. It can be designed to support children's emotional regulation, along with supporting their interests. When incorporating ICT learning respectfully, it is a way for children to explore researching abilities and gain knowledge through different means, and within our current times; moving to a space that promotes more technology in a way that will support children's learning and development.

Outcome 1- Support all children to access science and technology experiences safely regardless of gender, age, culture or ability.

Outcome 5- have opportunities to develop their own knowledge and understanding of appropriate digital technology use and safety with children and families.

Outcome 2- Children are increasingly connecting with others through digital contexts. The use of digital technologies and the internet includes sharing and communicating information, enabling children to connect and contribute to their world in new ways. Educators use evidenced-based knowledge to assist children and families in using digital technologies in safe and healthy ways.

Risk assessment and management – Learning experience plan

Who will be participating? – *In assessing and managing risk, consider the number of children and your knowledge of their capabilities and dispositions.*

Children and Educators/Teachers with the support of Campus Leadership.

Where will the experience occur? – *Considerations include adequate space, ventilation, weather and environmental conditions.*

Through the day when learning and rest times occur.

What will the children be doing? – *Include detail about the experience.*	**What equipment will they be using? –** *Consider the equipment and materials required. Are there any safe handling procedures required?*
- Children will explore their identity and interests through discovering ways to openly express their feelings and ideas through their interactions with others (outcome one EYLF + VEYLDF). - It is a way to regulate children, encourage and support social and communication skills**.** - Children will be actively involved in the learning alongside the educators in the room. It is **not** to have the children sitting and watching while the teachers are not actively engaged.	Options: - Rooms iPad to listen to books and appropriate music. - a projector for meditation and relaxation to regulate children. - iPad to research children's interest through their interest request. for example, their interest in sharks, use the iPad to research sharks and their habitat. This needs to be recorded and documented onto the child's plan or group term curriculum.

Risk assessment and management – Learning experience plan

Who will be leading the experience? – *Consider whether expertise is required for handling materials or if additional educators might be necessary.*

The Educator/Teacher alongside the child/ren, this is because children should be leading their learning.

Identify hazards –

- Children holding and dropping iPad's causing them to smash.
- In appropriate ads pop up while learning is occurring.
- Teachers/Educators play cartoons or not educational music, leading to not appropriate or educational learning happening in the classrooms.
- Educators/Teachers using their personal phones in the room and kept in their pockets.

Assess risks – Likelihood and severity –

- Children holding and dropping iPad's causing them to smash. **Moderate**
- In appropriate ads pop up while learning is occurring. **Moderate**
- Teachers/Educators play cartoons or not educational music, leading to not appropriate or educational learning happening in the classrooms. **Moderate**
- Educators/Teachers using their personal phones in the room and kept in their pockets. **Moderate**

Manage risks –

- Educational Leader to ensure mentoring and positive role modelling to Educators/Teachers around the appropriate use of technology in the classroom. Along with training of what appropriate use of technology looks like and means with in the classroom.
- policy is created and shared to ensure all staff are aware that personal phones are not to be used in the classrooms, and need to be kept in their bags in the staffroom locker.

Risk assessment and management – Learning experience plan
At the conclusion of the experience

Evaluation and review – Risk management – *How effective were the controls for managing the risk of harm? What were the positive and negative outcomes of the experience?*

This will be evaluated in July 2024. This evaluation will be in collaboration with the Campus teams providing feedback.

Evaluation and review – Teaching and learning – *Critically reflect on teaching strategies and the children's learning. Were the identified intentions met? What was surprising about the children's involvement in the experience?*

- This will be evaluated in July 2024. This evaluation will be in collaboration with the Campus teams providing feedback.
- Reflections and staff feedback will be included into the QIP and discussed further in Educational Leader meetings

Implications for future planning – *Consider safety implications in addition to providing for the extension of learning*

- A visual guide will be greeted, this will explore the appropriate use of Technology along with examples.

Experience plan developed by (full name and signature):	In consultation with (full name and signature):
Angelica Furnari	All Campus Educational Leaders.
Experience plan evaluated by (full name and signature):	**Date of evaluation:**
Angelica Furnari	July 29th 2024