

Influencing Action Plan

Technology in the kindergarten classroom

**Belinda Orrett
Western Carolina University**

**EDCI 616: Teacher Leadership
Influencing Action Plan
Dr. Blair**

Spring 2018

Introduction

Miss Orrett is introducing the solar system to her kindergarten two class today, the girls are excited, but when they see Miss Orrett take out a book entitled “The solar system” they all seemed bored. She then tells them to line up and invites them to the library where she has them seated, closes the windows, shuts the door and turns on the fans. Mia asked “Miss, what are we doing sitting in the dark?” all of a sudden Miss Orrett turns on the smart board, turns up the speakers and loads a 3d video on the solar system. The girls were in amazement, their eyes never stopped watching and some mouths opened throughout the entire video. At the end of the video Mia screamed “can we watch it again?” “This is the best day ever!” After the lesson Miss Orrett reflected. She thought about if she had used a book and poster to introduce her lesson would the girls be as excited?

In today’s society technology is taking over from in the homes, at work, on the roads, in the airports and in our day to day lives so why not in our classrooms? Getting children used to technology will help them to live in modern society. I believe technology in the kindergarten classroom is critical. Hence my topic technology in the kindergarten classrooms. As an educator it is necessary to build a diverse society that contains knowledge and understanding of the world. The learning materials offered with technology is diverse and it is possible to focus on each child’s development individually using the learning offered by technology. Technology can also help with special needs children. Climents & Sarama (2002) found that “A large scale, multi-year study showed that every one of the study’s 44 three- to five-year-olds who had special needs gained substantially and significantly in social and emotional development from their work with computers”(p.341).In Jamaica we have begun to implement technology in our schools an article

Technology in the kindergarten classroom

from the Jamaica gleaner written by Witter(2015) reveals that the ministry of education and the ministry of science has donated tablets to the school pilot project. Witter (2015) goes on to state that “The proper incorporation of technology integration into our learning systems will herald the dawning of a new era in Jamaica”. Introducing technology in our Jamaican school will help to keep our children’s future bright. The mission statement of my school is to create a community that works together as a family in close association with the parents for the total development of each child. If my school community jumps on board with the use of technology finally being integrated with lessons who knows where it will take us!

Situational Analysis and Perspective Taking	
My Perspective	Perspectives of Others
<p>I am a kindergarten teacher in a prestigious all girls catholic school with girls ages 4-12. We are located in the upper part of the city of Kingston. The parents are professional and most of our staff members are senior members who are less technologically inclined. There is a hand full of members on staff that fall into the younger category of teachers who are willing and on board with using technology more to teach lessons in the classroom .I believe during kindergarten years young children develop a sense of creativity and leadership, as educators we should provide digital technologies as an outlet for them to demonstrate learning. I have noticed how beneficial technology is when used to tech lessons. I use it in my lessons and the students are so interested and they never seem to forget what was taught for those specific lessons taught using technology. I have always wondered why others don’t use it</p>	<ul style="list-style-type: none"> ▪ Students <ul style="list-style-type: none"> - Students are excited about learning from smart board and other uses of other technology. The reaction to the lessons are more meaningful and memorable. - Clements (1999) states that “including computer manipulatives in diverse aspects of learning will be even more puissant than the physical comparable” (p.56). - Using technology in the classroom will help with different learning styles.

Technology in the kindergarten classroom

<p>in their lessons. I have also tried to show fellow coworkers how and why technology is so useful. I would have to take a teacher leadership role in ensuring that other jump on board with the use of technology in their classrooms would like to see the other teachers share my opinions and views on more beneficial is in kindergarten. Fisher & Gillespie state that “most studies agree that teachers need to take an active role for technology to be used effectively with young children” (p.89) I would have to be a motivational leader and ensure not to pressure and make my team feel supported and appreciated.</p>	<ul style="list-style-type: none"> ▪ Teachers stated that : <ul style="list-style-type: none"> - The Wi-Fi was not dependable. - Certain programs are too difficult to use - They do not know how to use the computer or use the keyboard appropriately. - Staff members are unwilling to learn. ▪ Administrators <ul style="list-style-type: none"> -The administrators were all in agreement with the use of technology in kindergarten. -During an interview with the vice principal who marks the lesson plan .she noted the lack of the use of technology in the plans and sees the need for it to be in cooperated. She is entirely on board and thinks that all teacher needs to be more active and improve themselves and over all knowledge of technology. -An article from the Jamaica Gleaner Davis (2014) wrote that “ Technology is preparing students for their future in the 21st century, and honing digital device expertise in the classroom is essential” ▪ Parents <ul style="list-style-type: none"> – Parents think including the use of technology in the kindergarten classroom is a great idea and would like to see it used more. -Parents are willing to assist the teachers. - Hyson and Eyman (1986) states that “parents may increasingly expect quality early childhood program to include computer experiences along with block play and field trips” (p.54).
--	---

	<p>The data necessary to complete this action plan</p> <p>The data used were views and interviews from kindergarten teachers, the I.T teacher, and the vice principal, parents, online newspaper articles and online journal articles.</p>
<p>Investigation / Research</p>	
The Issue	The Research/Known strategies
<p><u>How do you know this is a problem?</u></p> <ul style="list-style-type: none"> ▪ Teachers <p>Based off of comments and issues made by the computer teacher: Mrs. Beckford explained the lack of technology is seen by the student's behavior when they are in her class. She said it's hard for them to even use the simple computers at school or manipulate a mouse or use the other types of means of technology. She also explained that staff members are constantly flooding her to do simple things for her involving technology and are not willing to learn them for themselves. She hopes that teachers will become more interested in learning about technology.</p> <p>Vice principal: The vice principal realized that the lack of technology is being used in the classrooms as she sees it in the lessons plans when she marks them. She also noted that most if not all teachers do not include technology in their lessons. And it is going to be difficult to get teachers to start now as they are much older. She also commented that teachers do not want to</p>	<p><u>What strategies does research identify that have successfully addressed or solved the issue?</u></p> <ul style="list-style-type: none"> ▪ Technology can help school and teachers by equipping them with admittance to unrestricted online convenience for teachers that don't have any time to get these sites at class time.(Moyer ; Bolyard & Spikell,2002) ▪ Quesenberry, Mustian &Clark-Bischke (2016) discovered that "Schools have been charged with preparing students to become digitally literate" (p.74). Schools and teachers should make learning through technology their spotlight(Quesenberry; Mustian& Clark-Bischke, 2016). They also discovered that "Before teachers can effectively embed technologies in their classrooms, it is important that they clearly understand how to use the technology tools". (p.80). They went on to say that "Teachers with limited technology

Technology in the kindergarten classroom

<p>use any extra time to want to learn or plan lessons to involve the use of technology.</p> <p>-Moyer, Bolyard and Spikell (2002) suggest that “teachers provide knowledge and understanding for each other and themselves and use technology and educational sites and virtual manipulatives in the classrooms”(p.377).</p> <ul style="list-style-type: none"> ▪ Parents Parents are concerned that children use it far too much for entertainment and it is not being used for information or academic purposes. ▪ My perspective I see the need for technology in the classroom as it is extremely beneficial to my lessons when used. The students are so much more engaged and it also helps them to be up to date with the world around us. Technology can be used in all subject areas especially in math by using virtual manipulatives. <p>- Moyer, Bolyard and Spikell (2002) state that “as technology continues to evolve in this area, the possibilities for what might be created in the next few years are exponential” (p.377).</p> <p><u>What would be the ideal outcome?</u></p> <ul style="list-style-type: none"> ▪ It would be ideal for teachers to become more aware of the use of technology in the classroom and to be more confident in uses the devices and programs. ▪ It would be ideal for parents to monitor appropriate use of technology given to 	<p>experience can learn how to use and incorporate technology through collaboration with colleagues or professional development opportunities” (p.80).</p> <ul style="list-style-type: none"> ▪ Glenn(1997) discovered that “The public support for technology is strong and vocal, and there is an expectation that no school can prepare students for tomorrow's society if new technologies are not available for students” (p.123). Teachers, are foreseen to be knowledgeable in using technology as a means to educate however, majority of teachers think they are not equipped enough to use technology.(Glenn,1997) Glenn (1997) found that “In seeking to prepare teachers, a variety of models and approaches have been developed”(p.123) ▪ Clements and Sarama (2002) explain that” we can use technology to teach the same old stuff in the same way, or we can capitalize on the benefits of technology by using integrated computer activities to increase learning achievements”(p.342) ▪ Teachers need to supply unequivocal support when using technology with children(Fisher;Gilleespie,2003) Teachers concur with the use of technology however, taking an active role is crucial for this success to occur with technology is another issue and needs should be urgently addressed (Fisher;Gilleespie,2003)
---	---

Technology in the kindergarten classroom

<p>children to use. Useful information would be more beneficial instead of entertainment programs. Programs to help with academics would be more suitable and children will reap the benefits of the proper use of technology.</p> <ul style="list-style-type: none"> ▪ Children will be better able to use different types of technology. Instead of swiping there iPad they can use techniques like using the mouse, printers, scanners overhead projectors ect.. 	
<p style="text-align: center;">Likelihood of solving the issue</p>	
<p>I have imparted research about technology in the kindergarten classrooms. I strongly feel that this action plan will function and can be achieved. I believe it is important for the use of technology in the classroom to be a part of teacher's daily routines and be included in lessons regularly. With teachers being equipped with the knowledge and understanding of technology the benefits would be exponential. As it is now there is a challenge for teachers to be motivated towards the use of technology and to want explore the use of technology. And the likelihood of those who feel less confident will seek help. Addressing the teachers and getting on board with the use of technology is a good start.</p> <p>The I.T teacher would be on board to help address this situation. With her expertise and the motivation and leadership from me this issue can and will be resolved. Ways such as peer teaching would be a great way to start to enhance the use of technology in the classroom. With the parents, I.T teacher and teachers there is no doubt that this issue can be solved. With dedication and effort I believe it will be executed.</p>	

Actions / Steps	
Strategies to remediate the issue	Obstacles to be overcome
<ul style="list-style-type: none"> ▪ I would approach the situation by advising teachers to conduct peer teaching. As mentioned in the research by (Quesenberry, Mustian & Clark-Bischke, (2016) “Teachers with limited technology experience can learn how to use and incorporate technology through collaboration with colleagues or professional development opportunities” (p.80). Teachers will become motivated and will have assurance on technological issues he/she is experiencing. The computer revolt has addressed modern questions for teacher educators with the use of technology and teachers should question themselves (Hyson; Eyman, 1986). ▪ Workshops can be conducted to enhance learning and use of different strategies that can be used to incorporate technology in the classroom. This will allow teachers to become familiar and comfortable in including technology to enhance their lessons. ▪ Creating a professional learning community (PLC) with the goal to enhancing technology in the classroom will improve the teacher’s interaction with technology. The outcome of the PLC in any learning nation will fall not on the notion of the concept but on the vital members (Dufour 2016; as cited in Blair, 2016 p.155). 	<ul style="list-style-type: none"> ▪ One of the biggest obstacles would be have teachers become motivated to want to use technology in their classrooms. ▪ Unstable Wi-Fi is also an obstacle to overcome. Living in Jamaica and it being labelled as a third world country the Wi-Fi is not as dependable as other countries. However, Digicel a local internet provider is working fast to alleviate this issue as they are now installing more satellites and hotspots around the island. They are also trying to increase the band and internet speed. ▪ Time constraints to alleviate the issue to participate in workshops. Most times if co-worker are aware that there will be a workshop immediate negativity is shown and most times persons can’t and won’t make the time to participate. ▪ The knowledge of how to incorporate technology in lesson plans is another obstacle. Not know the available means of technology is a major issue to overcome. as educators we need to comprehend the appropriate and alternate ways to use technology to impart knowledge (Clements & Sarama, 2002).

Technology in the kindergarten classroom

<ul style="list-style-type: none"> ▪ Being a member of scholastic will also help to encourage teachers, parents and students with sites and programs that can be accessed through myself only. ▪ Sharing issues with parents will help children at home to use technology more meaningful. To search for academic games and videos. Parents can help monitor the proper use of technology in homes. Fisher and Gillespie(2003) stated that “for technology to have a positive effect on children’s development, it must be used in a developmentally appropriate manner” (p.85) ▪ Short courses for smart board use which the school purchased could be performed by Mr. Dalton Reid from the Smart Board Solutions Company. These refresher courses could be conducted time to time to refresh the knowledge for the use of the smart board for the teachers and administrators. ▪ The vice principal can provide feedback to record the amount of technology being used in the classrooms based off of the lesson plans she marks. 	
--	--

Steps to initiate change

1. Communicating the issue

- I would start by creating teacher workshops to provide teachers with the knowledge of technology in the classrooms. Taking this dynamic role will be highly beneficial to students in the classroom (Fisher;Gilleespie,2003).
- I would also create a group initiative called “**Tech kids to the future**” this team would comprise of the I.T teacher Mrs. Beckford and kindergarten teachers. This group would be responsible for keeping up to date with technology, supporting each other’s needs and listening to any other views that might be causing a delay in keeping technology ongoing in the kindergarten classrooms.
- Newsletter to parents would also be a great approach. Keeping parents involved with technology can help children’s growth in the home and at school. The newsletter will offer educational cites that are beneficial for children’s learning. Parents will surely see a difference in the children attitude towards technology perhaps use it for educational reason instead of solely entertainment. As stated in the research Clements and Sarama (2002) explain that “we can use technology to teach the same old stuff in the same way, or we can capitalize on the benefits of technology by using integrated computer activities to increase learning achievements” (p.342).
- Another way to communicate the issue is by using Social media. Class representatives can collaborate with teachers in create a whatsapp group or even and Instagram page aiming it towards the parent body with educational technology facts and suitable sites and programs beneficial for students technological growth.

2. Seeking permission to proceed and involving constituents

- The principal would be involved as all decisions regarding school policy and actions being implemented has to be approved by her. Gaining the principals support increases the likeliness of the action plan being carried out successfully.
- It would also important to involve the parent teachers association (PTA). This would be beneficial as the PTA communicates the school body. Important messages can be communicated through them and be addressed at meeting throughout the school year.
- Asking teachers permission is extremely vital as it is the teachers who will execute the action plan. Having teachers on board and in agreement will make the action plan

Technology in the kindergarten classroom

successful and easier to implement. Quesenberry, Mustian & Clark-Bischke (2016) stated that “Rather than being forced to alter instruction to fit the latest technologies, teachers can use an ongoing process to help make more meaningful and appropriate decisions for including technology in the classroom”(p.80).

- The student’s feedback is crucial as students opinions need to be heard in addressing issues. The students can suggest what they would like to see be executed.
- Board members need to be involved as decisions regarding funding and any other issues with teachers and school policies would be addressed and granted throughout the school board and president.

3. Exploring options and seeking buy-in

- The best way is to seek sponsorship. There are many companies that would be willing to jump on board and become generous to contributors, especially when it comes to education or technology in this case it’s both. Companies such as Digicel, Supreme ventures and Sagicor would jump on board and take immediate action.

Measuring success	Building leadership capacity and sustainability
<ul style="list-style-type: none"> ▪ We can use teacher’s feedback on the benefits of technology and how technology has improved their lessons in the classroom. Teachers can also discuss if they need more support and assistance in using the technology or any other available uses of technology. ▪ Feedback from the parents can be used to measure success as well. Parents can say if they notice a change in their child’s approach to using technology for more educational use rather than just entertainment purposes. ▪ The children’s success can also be measured. Childrens performance based of using technology with lessons can be tested. 	<ul style="list-style-type: none"> ▪ Having professional leadership and working together will help to sustain leadership. We could continue to have workshops to keep staff member’s motivated and open forums to discuss issues that might be getting in the way of progress.in the forum we can also help in solving each other’s problems. According to Angelle; 2016 as cited in Blair (2016) “ Teacher leadership is a phenomenon in which teachers daily walk on a balance beam, balancing their desire to influence and improve the school-wide organization with their calling to teach children and see them succeed”(p.107).The schools culture must be kept vibrant and alive to captivate

Technology in the kindergarten classroom

<ul style="list-style-type: none"> ▪ The computer teacher can also state if she sees a difference in the children's behavior in computer class. 	<p>students, staff members and the rest of schools community.</p> <ul style="list-style-type: none"> ▪ Having a professional learning community will build leadership. This opens the door for each teacher to be apart and be an active member of the community. It is important to keep the community going even if the teacher leader is absent. According to Katzenmeyer and Moller 2016; as cited in Blair (2016) "professional learning community provides the best buffer we have to prevent this level of disturbance to sustainability of improvement efforts" (p.126).
--	---

Conclusion

I believe that the use of technology in the kindergarten classroom would enrich, expand, implement, differentiate and extend the curriculum in countless ways. Technology will be a part of our learning prospect of the future. Teachers need to be trained and supported. The use of technology should be integrated with our educational goals, objectives and the mission statement

Technology in the kindergarten classroom

of our school. Teacher education programs have to help teachers be technologically comfortable enough to intersect with technology. Remembering what I was taught from college days the theorist Howard Gardner has shown that young children have different learning styles. We as teacher have to be sensitive to these styles as the optimum learning approaches might not be the traditional ones. My leadership style when completing a personality test was “defender” my personality type is very unique and I am equipped with having analytical abilities and I have well developed people skills. According to Katzenmyer and Moller 201; as cited in Blair (2016) “teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (p.124). With the help of my group initiative: “Tech kids to the future” we would help ameliorate the issue of not using technology in the classrooms and create a brighter technology inclusive learning environment for our future leaders. Learning should not be fun for some students, but with technology being integrated learning will be fun for all students.

References

Blair, E. J. (ED.) (2016). *Teacher Leadership: The “New” Foundations of Teacher Education-A Reader*. (2nd Edition), *Peter Lang Publishers*.

Clements, H.D. (1999) “Concrete” Manipulatives, concrete ideas, *contemporary issues in early Childhood*, 1(1) 44-59. Retrieved from
<http://journals.sagepub.com/doi/abs/10.2304/ciec.2000.1.1.7>

Clements, D.H., & Sarama, J. (2002) The Role of Technology in Early Childhood Learning
 .Teaching Children Mathematics, Focus Issue: Learning and Teaching Mathematics with
 Technology. *National Council of Teachers of Mathematics*, 8(6), 340-343. Retrieved from
<http://www.jstor.org/stable/41197828>

Davis, S. (2014, November 19). Educating students for the 21st century. *Jamaica Gleaner*.
 Retrieved from
<http://jamaica-gleaner.com/>

Fischer, A.M., & Gillespie, W.C. (2003) One Head Start Classroom's Experience: Computers and Young Children's Development Source: YC Young Children, *National Association for the Education of Young Children (NAEYC)*, 58(4), 85-91. Retrieved from <http://www.jstor.org/stable/42728967>

Glenn, A.D. (1997). Technology and the Continuing Education of Classroom Teachers Source: Peabody Journal of Education, Teachers and Teacher Education in the United States: Perspectives from Members of the Japanese-United States Teacher Education Consortium. *Taylor & Francis, Ltd*, 72(1), 122-128. Retrieved from <http://www.jstor.org/stable/1493263>

Hyson, M.C., & Eyman, A.P. (1986) Approaches to Computer Literacy in Early Childhood Teacher Education Young Children : *National Association for the Education of Young Children (NAEYC)*, 4 (6), 54-59. Retrieved from <http://www.jstor.org/stable/42725826>

Moyer, P.S., Bolyard, J.J., & Spikell A.M. (2002) What Are Virtual Manipulatives? Source: Teaching Children Mathematics, Focus Issue: Learning and Teaching Mathematics with

Technology in the kindergarten classroom

Technology. *National Council of Teachers of Mathematics*, 8 (6), 372-377. Retrieved from <http://www.jstor.org/stable/41197834>

Quesenberry, A.C., Mustian, A. L., & Clark-Bischke, C.(2016) Preschool and Kindergarten Tuning in: Strategies for Incorporating Technology into Social Skills Instruction in Preschool and Kindergarten Source. *YC Young Children*, 71(1).1, 74-81. Retrieved from http://www.jstor.org/stable/ycyoungchildren.71.1.74?seq=1&cid=pdfreference#references_tab_contents

Witter, M. (2015,January 25). Let technology lead way in education. *Jamaica Gleaner*. Retrieved from <http://jamaica-gleaner.com/>