



ASSESSMENT TASK COVER SHEET

Unit Code TCHR2002

Unit Name Children, Families and Communities

Assessment Task 1 title:

Student Name:

Student ID:

Unit Assessor: Dr Tracy Young

Tutor:

Due Date:

Date Submitted

Use of GenAI

Yes I have used GenAI

Type of GenAI used (please tick all that apply)

- I have used Premium Grammarly
- I have used Co-Pilot
- I have used other GenAI (please explain)

No I have not used GenAI

If you have special consideration what is the approved due date _____

Provide a copy of the approval letter with this assessment.

Assessment 2: Portfolio short responses to unit content

Topic 1: Critical Text Analysis

Summary

The article Toddlers losing up to 1,100 words a day due to screen time and risking language delay, according to study - <https://www.abc.net.au/news/2024-03-05/screen-time-and-toddlers-kids-language-speech-words-development/103541806> is from the ABC News about a study showing that children aged two years are now losing about 1,100 words per day to screen time that may cause language deprivation (ABC News, 2024). The research is devoted to verbal communication in the early years of a child and notes that the higher amount of screen time can negatively affect a child's linguistic development. The article also elaborates on the general implications of this research, particularly on the increased worry of educators and parents about digital interference with children's development.

Critical Analysis

Construction of Childhood: Childhood is highlighted in the article as a significant period that has a strong impact on the child's linguistic and cognitive growth, favoring face-to-face communication as opposed to digital communication. In this case, The article portrays childhood as a crucial period for cognitive development and language acquisition and this aligns with **EYLF Outcome 5: Children are effective communicators** (AGDE, 2022). It builds up a story, where conversation with the child, and children's book reading is an imperative requirement for their growth, while screen mode interrupts the process.

Family and Community Diversity: This is a significant concern because the article indirectly raises points concerning family diversity based on how households

may deal with screens and this relates to **EYLF Outcome 2: Children are connected with and contribute to their world** (AGDE, 2022). It provokes thoughts about the relationship between socio-economic status, parents' availability, and access to educational resources, and the amount of time that children spend in front of screens. It might be implied in the article that children with fewer opportunities or from poorer families who do not have a lot of resources could use screens for entertainment or to learn languages, which could only worsen language delay (ABC News, 2024).

Critique: Even though the article raises awareness regarding the adverse effects of spending too much time in front of screens, it can be considered as lacking the focus on the aspects of the modern familial dynamics that cause such a problem. It also doesn't extensively contemplate the impact of educational content through screens which to some extent may be useful if implemented properly (ABC News, 2024). Perhaps the author should have elaborated on how digital tools can be introduced into a child's life healthily.

Evaluation

This article is essential because it's among the core areas of development of a child. Language development is a key component of children's cognitive, social, and emotional development, and screens in the young ones' lives are on the rise. The spotlight of the article is the tendency to lose language skills because of screen time which remains highly topical in the context of the digital era. These results make a plea for change regarding current screen practices in the context of young children across educational, parental, and policy domains especially because early childhood should foster more language-supported, interactive contexts.

Topic 2: Family and Community Diversity

Newsletter - The Impact of Screen Time on Your Child's Language Development

Dear Families,

It is clear that screens are a normal facet of people's lives; however, you may not be aware of their negative impacts on a child's learning process and language development. Recent research has proved that if young children watch TV or are in front of screens in any way for a long time, they are likely to be out of words by as much as 1,100 a day or face possible language loss (ABC News, 2024). This issue is particularly emerging as a problem when dealing with technological advances within the schooling context that involve the use of technologies such as computers, tablets, and other forms of display screens.

Understanding the Impact

The most effective way for independent acquisition of language is to direct the child's interactions with other people. Talking to their peers and adults, listening to and/or reading stories, and playing games and other activities are some of the important processes through which their vocabulary and communication development takes place (ABC News, 2024). Thus, although screens provide educational content, it is necessary to regulate the time spent on screens with these activities. Several studies conducted reveal that a child's early verbal communication with the caregiver enhances the child's language development. For instance, the study mentioned in the Australian Government's EYLF found that environments that contain rich language, with the child encouraged to participate in interpersonal communication or engage in narration, enhance language learning (AGDE, 2022).

However, it is necessary to note that there are no identical families and certain peculiarities of a specific family will always be present. All of us sometimes struggle

with some extent of screen time, to meet the requirements of the fast pace of life. In the case of children, screens may be the only option some families have to entertain themselves or learn. What must be avoided is just coming home from school, turning on the TV/computer, and sitting down quietly to label objects; what must be remembered is to give children plenty of opportunities to talk, play, and do real-life things which will help them to develop language.

Creating a Balanced Environment

The aim is not to try and get your child off all screens permanently, but it is to get your child the necessary verbal interaction they need. Every family can establish the balance they are comfortable with depending on their situation. One can set certain hours and days for asked kinds of activities, select particularly good educational materials, or increase the number of face-to-face contacts, etc. It will be our privilege if you can think about screen time in your family and the possible ways of promoting language use. Join me as we parent blindly and encourage our children in all facets of life as we groom them to be effective communicators as they grow up.

References

To learn more about this issue, some research described in the Journal of Child Language and sources related to the EYLF (AGDE, 2022) can provide more information about the effects of screen time and the significance of interactive play in the learning of language. These resources include information on the best strategies that families can use to make environments that are friendly toward their members. Let's go on with this crucial discussion and stand together so that we can see our children grow in the most favorable conditions.

Topic 3: Impact of Educational Policies and Practices

Policy Alignment

The problem of the amount of time that children spend in front of screens and its impact on language learning and development during the initial years of school complies well with educational policies that address the use of screens, and the provision of language interactions (Allen, 2023). In the processes of early learning, many frameworks like the Australian Early Years Learning Framework (EYLF) encourage the development of environments in which children are encouraged to speak verbally, socially engage and learn. According to the EYLF, certain outcomes focus on the aspects that concern the child's ability to communicate effectively with others; it suggests that learning occurs through play and in social contexts only (Australian Government Department of Education, 2020).

Thus, in responding to the influence of screen consumption, early childhood education policies may contain particular recommendations concerning the amount of time children spend with screens. The Australian Children's Education and Care Quality Authority is a regulatory head that supports guidelines for educational environments to confine television watching particularly to non-beneficial usage of the devices and encourages the application of the devices when beneficial (ACECQA, 2020). Additionally, the Australian Curriculum, Assessment and Reporting Authority (ACARA) has laid down the guidelines on the proportional usage of screens supporting the notion that the highest importance should be given to active screen inputs and not merely passive ones (ACARA, 2022).

Examples of Policy Implementation

For the children, managing undesirable behaviors is best done through play and by training caregivers to weave stories into the child's daily activities. For

instance, the educators can engage the children in group storytelling where the children can contribute as per their thought process, thus improving their verbal communication. The findings of studies suggest that the use of interactive storytelling, there is a massive impact on language/ literacy in children as they get to exercise in comprehending (Sullivan et al., 2021).

Centers that deal with early childhood can organize workshops for the parents on how best they can practice the effective use of screen time. It is possible that these workshops can offer the parents feasible recommendations for helping parents regulate the time children spend in front of screens and increasing the amount of the language children hear at home (Hezekiah, 2022). For instance, parents may be asked to agree on no-screen times during supper or before sleeping time because pro-social interactions, which are important for language acquisition, need to happen during these periods.

Another rational operationalization could include the formation of partnerships with organizations belonging to the families of the mentioned types. This way educators and parents can sit and agree on the appropriate practice in the use of screens among the children (Hood et al., 2021). Weekly newsletters or even informal meetings with parents can be a good way of sharing how to cut down on screen time as well as promote productive forms of play.

Family Partnerships and Their Importance

Consulting with parents is also central to the elimination and prevention of issues related to screen time. Parents when helping their children should be encouraged by educators in the implementation of proper language requirements that influence the child's environment (Scott, et al., 2022). When the flow of

communication is open, parents can be informed and supported in how their children's screen time affects early language skills and can be guided on how to ensure moderation of screen time in the home (Boaden et al., 2021). This partnership not only enhances the child's educational opportunity but also enables the families to make independent decisions about the screen usage of their children.

SAMPLE

References

- ABC News. (2024, March 5). *Toddlers losing up to 1,100 words a day due to screen time and risking language delay, according to study*.
<https://www.abc.net.au/news/2024-03-05/screen-time-and-toddlers-kids-language-speech-words-development/103541806>
- Allen, H. (2023). *Impacts of the COVID-19 Pandemic on Kindergarten Student Behavior*. Arkansas State University.
- Australian Children's Education and Care Quality Authority (ACECQA). (2020). *Guide to the National Quality Framework*. Retrieved from
<https://www.acecqa.gov.au/nqf>
- Australian Curriculum, Assessment and Reporting Authority (ACARA). (2022). *The Australian Curriculum*. Retrieved from
<https://www.australiancurriculum.edu.au>
- Australian Government Department of Education. (2020). *Early Years Learning Framework*. Retrieved from <https://www.education.gov.au/early-years-learning-framework>
- Boaden, N., Purcal, C., Fisher, K., & Meltzer, A. (2021). Transition experience of families with young children in the Australian National Disability Insurance Scheme (NDIS). *Australian Social Work*, 74(3), 294-306.
<https://www.tandfonline.com/doi/abs/10.1080/0312407X.2020.1832549>
- Hezekiah, A. (2022). *Children's Screen Time During a Pandemic: A Systematic Review* (Doctoral dissertation, California State University, Northridge).
<https://scholarworks.calstate.edu/downloads/9p290h79d>

Hood, R., Zabatiero, J., Zubrick, S. R., Silva, D., & Straker, L. (2021). The association of mobile touch screen device use with parent-child attachment: A systematic review. *Ergonomics*, 64(12), 1606-1622.

https://www.researchgate.net/profile/Juliana-Zabatiero/publication/352871379_The_association_of_mobile_touch_screen_device_use_with_parent-child_attachment_A_systematic_review/links/62cb954c3bbe636e0c54b7c9/The-association-of-mobile-touch-screen-device-use-with-parent-child-attachment-A-systematic-review.pdf

Scott, S., Gray, T., Charlton, J., & Millard, S. (2022). The impact of time spent in natural outdoor spaces on children's language, communication and social skills: a systematic review protocol. *International journal of environmental research and public health*, 19(19), 12038. <https://www.mdpi.com/1660-4601/19/19/12038>

Sullivan, A., Sullivan, S., & Hughes, C. (2021). The effects of interactive storytelling on early literacy development: A systematic review. *Early Childhood Research Quarterly*, 57, 102-113.