

**Instruction--Elementary and Secondary****LEARNING RESOURCES--INSTRUCTIONAL TELEVISION AND RADIO**

1. Instructional television and radio should be recognized as an integral part of the total educational program. It is a power tool which can, when effectively used, greatly enhance the quality of teaching and learning.
2. Instructional television (educational television for in-school viewing) should do something which the classroom teacher cannot do. It should not duplicate the efforts of the teacher but rather should extend the classroom by supplementing or reinforcing it, or by providing learning opportunities which the classroom teacher is not able to provide. Television should complement, not compete with the teacher.
3. Instructional television and radio are intended neither to replace the classroom teacher nor to serve as a substitute for activities involving vital teacher-student relationships.
4. In our use of instructional television, we should not be bound by rigid or conventional patterns of use. Inflexible lock-step methods should be avoided at all costs and teachers encouraged to explore new ways of using resources to obtain desired learning goals.
5. Instructional purpose should determine the appropriate medium to use for the job at hand. Television is not the best tool to use in every instructional situation; in some, films or slides or still pictures or radio or programmed learning may do the job more effectively. In other situations, it is desirable to provide for group interaction and individual differences by varied groupings of students.
6. Television contributes, by demonstration, to the inservice education of teachers. Teachers see other good teachers at work on television, and learn more effective techniques which they in turn incorporate into their own teaching.

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 230.23(7)(d); 230.33(9)(d);  
235.40 F.S.

**History: THE SCHOOL BOARD OF DADE COUNTY, FLORIDA**

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