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Young Children in Digital Society: Connections to
*Belonging, Being, and Becoming: The Early Years
Learning Framework for Australia (V2.0)*



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About this document

In this document, resources from the *Young Children in Digital Society* website (www.youngchildrendigitalsociety.com.au) are mapped to key learning outcomes from *Belonging, Being, and Becoming: The Early Years Learning Framework for Australia (V2.0)* (Australian Government Department of Education, 2022).

Young Children in Digital Society is a project bringing together leading national organisations and researchers to help educators and services support children and their families to use digital technologies. The project is based on the Early Childhood Australia (ECA, 2018) *Statement on Young Children and Digital Technologies* which describes technology use in the best interests of children as occurring in digital contexts via four main areas of importance:

1. **Relationships:** Young children in digital contexts interact, engage, access, and learn how to use digital technologies in relationship with other people.
2. **Health and Wellbeing:** Young children interact, engage with, and experience digital technologies in contexts that can have implications for their physical activity, posture, vision, sleep, and emotions.
3. **Citizenship:** Young children are active participants in their communities where digital rights, privacy, and online safety provide a foundation for their citizenship in digital contexts.
4. **Play and Pedagogy:** Young children use a range of working and non-working digital devices for exploration, meaning-making, collaboration, and problem solving in digital contexts.

Research indicates that early childhood educators seek practical examples of activities and experiences that are directly linked to learning outcomes mandated by the Australian Early Years Learning Framework (Dwyer et al., 2019). The purpose of this document, therefore, is to assist early childhood professionals (e.g., educators, leaders, managers, directors, tertiary students) to utilise *Young Children in Digital Society* resources in ways that align with this recently updated curriculum framework. Information in this document was prepared by experienced early childhood educators and researchers.

References

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Learning Outcome 1: Children have a strong sense of identity

1.1 Children feel safe, secure, and supported

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children establish and maintain respectful, trusting relationships with other children and educators	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Using technology to build relationships and social skills • Sharing screen time and digital technology with children and pre-teens • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series
Children confidently explore and engage with social and physical environments through relationships and play	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground
Children explore aspects of identity through role play	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Unpacking imagination in action with Bluey

Children feel safe, secure, and supported (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators value and respond sensitively to children’s attempts to initiate interactions and conversations	Relationships resources: <ul style="list-style-type: none"> • Using technology to build relationships and social skills • Sharing screen time and digital technology with children and pre-teens • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens
Educators support children’s sense of security through consistent and warm nurturing relationships	Citizenship resources: <ul style="list-style-type: none"> • What does your child understand about the internet? • What is the internet?
Educators give children their full attention, showing interest, understanding, and attunement	Play and Pedagogy resources: <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
Educators design and use routines and rituals to support smooth and effective transitions	Health and Wellbeing resources: <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’

1.2 Children develop their emerging autonomy, inter-dependence, resilience, and agency

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children show interest and curiosity through observing, listening, selecting, and making choices	Citizenship resource: <ul style="list-style-type: none"> • Navigating life in a digital society
Children demonstrate increasing awareness of the needs and rights of others	Play and Pedagogy resource: <ul style="list-style-type: none"> • Developing a culture of consent
Children are open to new challenges and discoveries	Citizenship resource: <ul style="list-style-type: none"> • The wooden internet
Children approach new safe situations with interest and confidence	Relationships resource: <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips Play and Pedagogy resources: <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech
Children show initiative by seeking information and asking questions	Citizenship resource: <ul style="list-style-type: none"> • The wooden internet

Children develop their emerging autonomy, inter-dependence, resilience, and agency (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
<p>Educators provide children with strategies to make informed choices about their actions, interactions, and behaviours</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary <p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood
<p>Educators maintain high expectations of each child’s capabilities</p>	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure
<p>Educators mediate and assist children to negotiate their rights in relation to the rights of others</p>	<p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent
<p>Educators support children’s efforts, assisting and encouraging as appropriate</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Staying active in the digital playground
<p>Educators encourage children to make choices and decisions</p>	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests

1.3 Children develop knowledgeable, confident self-identities and a positive sense of self-worth

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children explore different identities, roles, and points of view in pretend play	Citizenship resources: <ul style="list-style-type: none"> • The wooden internet • Play-based learning with a wooden internet
Children share with others how they have learned to use digital technologies	Relationships resources: <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies Play and Pedagogy resources: <ul style="list-style-type: none"> • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children’s digital technology skills
Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators promote in all children a strong sense of who they are and their connectedness to others – and a shared identity as Australians	Play and Pedagogy resource: <ul style="list-style-type: none"> • Everyday learning to build young children’s digital technology skills
Educators ensure all children experience pride and confidence in their achievements	Health and Wellbeing resource: <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure
Educators demonstrate deep understanding of each child, their family and community contexts in planning for children’s learning, development and wellbeing	Play and Pedagogy resource: <ul style="list-style-type: none"> • Everyday learning to build young children’s digital technology skills
Educators build on the funds of knowledge, languages and understandings that children bring	Play and Pedagogy resources: <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
Educators provide rich and diverse resources that reflect children’s social and cultural worlds	Play and Pedagogy resources: <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Unpacking imagination in action with Bluey

Children develop knowledgeable, confident self-identities and a positive sense of self-worth (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators support children to identify and assess risks in play and learning and to cope with the unexpected	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood

1.4 Children learn to interact in relation to others with care, empathy, and respect

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children engage in and contribute to shared play experiences	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Unpacking imagination in action with Bluey
Children appreciate the need to take turns and wait so that others can have their turn	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies

Children learn to interact in relation to others with care, empathy, and respect (continued)

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children co-use and collaborate with others when using digital technologies	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Using technology to build relationships and social skills • Sharing screen time and digital technology with children and pre-teens • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting children’s relationships with technologies <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
Children display awareness of and respect for others’ perspectives	<p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent
Children recognise safe and unsafe situations	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood

Children learn to interact in relation to others with care, empathy, and respect (continued)

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children identify trusted adults and friends	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood
Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators facilitate sharing of equipment and turn-taking, being mindful of children’s differing capacities to wait	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure
Educators model care, empathy, and respect for children, colleagues, and families	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent

Children learn to interact in relation to others with care, empathy, and respect (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
<p>Educators support children to learn about and recognise safe and unsafe situations</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • Navigating life in a digital society • What does your child understand about the internet? • What is the internet?
<p>Educators enable children to participate in decision-making that affects them</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent

Learning Outcome 2: Children are connected with and contribute to their world

2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children cooperate with others and negotiate roles and relationships in play episodes and group experiences	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies
Children broaden their understanding of the world in which they live	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • The wooden internet • Navigating life in a digital society • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
Children advocate for their own rights with the adults that care for them	<p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent
Children use digital technologies, with assistance, to explore solutions or assistance to community issues	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children’s digital technology skills

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators build connections between the early childhood setting and the local community	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech
Educators provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • The wooden internet • Navigating life in a digital society • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet
Educators model language that children can use to express ideas, negotiate roles and collaborate to achieve goals	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators support and build children’s skills to participate and contribute to group play and projects	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground
Educators plan opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’
Educators model practices that create a culture of inclusion and social justice within the setting and community	<p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent
Educators challenge children to explore the natural and constructed environments	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure
Educators use digital technologies and the internet with children to explore solutions or assistance to community issues	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children’s digital technology skills

2.2 Children respond to diversity with respect

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children show respect for others	Play and Pedagogy resource: <ul style="list-style-type: none"> • Developing a culture of consent
Children practise inclusive ways of being with others and achieving coexistence	Relationships resources: <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies
Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators encourage children to listen to others and to respect diverse perspectives	Relationships resources: <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies Play and Pedagogy resource: <ul style="list-style-type: none"> • Developing a culture of consent
Educators use digital technologies to find answers to questions and document discoveries	Relationships resources: <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens Health and Wellbeing resources: <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary Play and Pedagogy resources: <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Unpacking imagination in action with Bluey • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children’s digital technology skills

2.3 Children become aware of fairness

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children begin to understand expectations, setting rules, and the rights of others	Play and Pedagogy resource: <ul style="list-style-type: none"> • Developing a culture of consent

2.4 Children become socially responsible and show respect for the environment

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators support children to build relationships with each other based on peace, equality, and human rights	Play and Pedagogy resource: <ul style="list-style-type: none"> • Developing a culture of consent
Educators investigate with children environmental challenges and explore solutions to problems using digital technologies and the internet	Play and Pedagogy resources: <ul style="list-style-type: none"> • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy

Learning Outcome 3: Children have a strong sense of wellbeing

3.1 Children become strong in their social, emotional, and mental wellbeing

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children increasingly cooperate and work collaboratively with others	Relationships resources: <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies
Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators listen and respond empathically when children communicate their distress, fears, or frustrations	Health and Wellbeing resources: <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’
Educators collaborate with children to document their achievements and share their successes with their families	Health and Wellbeing resources: <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn’t have to be sedentary • Staying active in the digital playground
Educators promote children’s sense of belonging, connectedness, and wellbeing	Relationships resources: <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies

Children become strong in their social, emotional, and mental wellbeing (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
<p>Educators challenge and support children to engage in and persevere at tasks and play</p>	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Staying active in the digital playground <p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • Play-based learning with a wooden internet
<p>Educators model positive self-talk to support self-regulation during times of stress</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’
<p>Educators build upon and extend children’s ideas</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet
<p>Educators talk with children about their emotions and responses to events with a view to supporting their understandings of emotional regulation and self-control</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’

Children become strong in their social, emotional, and mental wellbeing (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators investigate how physical movement, exercise and healthy lifestyles assist children with mental wellbeing	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Staying active in the digital playground
Educators discuss and model appropriate use of digital technologies and discuss how to keep children safe online with children and families	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground <p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • The wooden internet • Navigating life in a digital society • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills

Children become strong in their social, emotional, and mental wellbeing (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators update their own learning of digital and cyber safety for children	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • The wooden internet • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet
Educators are playful and promote a sense of enjoyment	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • Play-based learning with a wooden internet

3.2 Children become strong in their physical learning and wellbeing

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children participate in physical play, dance, drama	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground

Children become strong in their physical learning and wellbeing (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
Educators plan for and participate in energetic physical activity with children, including dance, drama, fundamental movement skills, and games	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground
Educators provide a wide range of tools and materials to resource children’s fine and gross motor skills	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Staying active in the digital playground
Educators provide ample opportunities and resources for gross motor and movement experiences in both indoor and outdoor learning environments	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Get moving with Humpty’s Big Adventure • Staying active in the digital playground

3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety

Examples of evidence observed in children as they learn	Mapped resources from the <i>Young Children in Digital Society</i> website
Children are happy, healthy, safe, and connected to others	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies
Children learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood

Children are aware of and develop strategies to support their own mental and physical health and personal safety (continued)

Examples of educator practice to promote children’s learning	Mapped resources from the <i>Young Children in Digital Society</i> website
<p>Educators engage children in experiences, conversations, and routines that promote healthy lifestyles and good nutrition</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Get moving with Humpty’s Big Adventure • Staying active in the digital playground
<p>Educators learn about e-safety for children and embed and model safe digital practices</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • Navigating life in a digital society • What does your child understand about the internet? • What is the internet?
<p>Educators discuss aspects of posture, and other health related age-appropriate digital practices with children</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn’t have to be sedentary • Staying active in the digital playground
<p>Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn’t have to be sedentary

Learning Outcome 4: Children are confident and involved learners

4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Children are curious and enthusiastic participants in their learning	Citizenship resources: <ul style="list-style-type: none"> • Jack Changes the Game • Swoosh, Glide and Rule Number 5
Children share their ideas with others and ask questions of adults	Citizenship resources: <ul style="list-style-type: none"> • Jack Changes the Game • Swoosh, Glide and Rule Number 5
Children follow and extend their own interests with enthusiasm, energy, and concentration	Play and Pedagogy resources: <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Educators respond to children’s displays of learning dispositions by commenting on them and providing encouragement and additional ideas	Citizenship resources: <ul style="list-style-type: none"> • Jack Changes the Game • Swoosh, Glide and Rule Number 5
Educators provide feedback to children focussed on effort and process over outcome or product	Health and Wellbeing resource: <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure
Educators encourage children to engage in both individual and collaborative explorative learning processes	Relationships resources: <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies

Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity (continued)

<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Educators provide opportunities for children to revisit their ideas and extend their thinking	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Staying active in the digital playground
Educators model inquiry processes, including wonder, curiosity, and imagination, try new ideas and take on challenges	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Unpacking imagination in action with Bluey • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy

Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators build on the funds of knowledge, languages, and understandings that children bring to their early childhood setting</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Storytelling for a connected childhood • The wooden internet • What does your child understand about the internet? • What is the Internet? • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech • Media as a portal to play • What to do with children's media interests • Everyday learning to build young children's digital technology skills
<p>Educators create responsive learning environments that promote shared sustained thinking</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting children's relationships with technologies <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary

4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children explore their environment through asking questions, experimenting, investigating, and using digital technologies</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children use a range of strategies and digital tools to organise and represent mathematical and scientific thinking</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children use a range of media to express their ideas through the arts (e.g. clay, drawing, paint, digital technologies)</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy

Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating (continued)

<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators intentionally scaffold children’s understandings, including description of strategies for approaching problems</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens
<p>Educators ensure documentation of learning is visible to encourage the revisiting of ideas and concepts</p>	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Staying active in the digital playground
<p>Educators model the use of digital technologies and media to assist children to investigate and document their findings</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies • Staying active in the digital playground <p>Citizenship resource:</p> <ul style="list-style-type: none"> • Navigating life in a digital society <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Everyday learning to build young children’s digital technology skills

4.3 Children transfer and adapt what they have learned from one context to another

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children practice and imagine relationships and experiences in their daily lives through pretend or symbolic play</p>	<p>Citizenship resource:</p> <ul style="list-style-type: none"> • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators scaffold children’s understanding of how skills and ideas can be transferred to other activities through conversation and questions</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn’t have to be sedentary <p>Citizenship resource:</p> <ul style="list-style-type: none"> • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests
<p>Educators encourage children to discuss their ideas and understandings</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens
<p>Educators encourage and enable children to reflect on and assess their learning, including progress and next steps towards their learning goals</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens

4.4 Children resource their own learning through connecting with people, place, technologies, and natural and processed materials

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children experience the benefits and pleasures or shared learning explorations, investigations, and imaginary play scenarios</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ <p>Citizenship resource:</p> <ul style="list-style-type: none"> • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Unpacking imagination in action with Bluey
<p>Children explore the purpose and function of a range of tools, media, sounds, and graphics</p>	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children experiment with different technologies</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech

Children resource their own learning through connecting with people, place, technologies, and natural and processed materials (continued)

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Children use digital technologies and media to investigate and problem solve	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
Children express and respond to ideas and feelings using a range of creative media including photography and digital technologies	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Educators provide opportunities and support for children to engage in meaningful relationships that provide positive learning opportunities	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies
Educators provide sensory and exploratory experiences with a wide variety of open-ended natural and processed materials	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech

Children resource their own learning through connecting with people, place, technologies, and natural and processed materials (continued)

<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators think carefully about how children are grouped for play, considering possibilities for peer scaffolding</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies
<p>Educators select and introduce appropriate tools, technologies, and media and provide the skills, knowledge, and techniques to enhance children’s learning</p>	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded ‘tech tantrums’ • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary <p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • The wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children’s digital technology skills

Children resource their own learning through connecting with people, place, technologies, and natural and processed materials (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators provide opportunities for children to both construct and take apart materials as a strategy for learning</p>	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech
<p>Educators develop their skills and knowledge with digital technologies and media in their curriculum to use them confidently with children</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • The wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children's interests and skills • Supporting children's play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children's digital technology skills

Learning Outcome 5: Children are effective communicators

5.1 Children interact verbally and non-verbally with others for a range of purposes

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators engage in sustained communication with children about ideas and experiences, and extend their vocabulary</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens

5.2 Children engage with a range of texts and gain meaning from these texts

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children view and listen to printed, visual, and multimedia texts and respond with relevant gestures, actions, comments, and/or questions</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums' • Get moving with Humpty's Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary

Children engage with a range of texts and gain meaning from these texts (continued)

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children view and listen to printed, visual, and multimedia texts and respond with relevant gestures, actions, comments, and/or questions <i>(continued)</i></p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • Navigating life in a digital society <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Media as a portal to play • What to do with children’s media interests • Unpacking imagination in action with Bluey
<p>Children engage in pretend play that draws on the use of digital technologies</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Unpacking imagination in action with Bluey • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<i>Examples of educator practice to promote children’s learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators join in children’s play and engage children in conversations about the meanings of images and print</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens

5.3 Children express ideas and make meaning using a range of media

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children engage in pretend play that draws on the use of digital technologies</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Unpacking imagination in action with Bluey • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children experiment with ways of expressing ideas and meaning using a range of media</p>	<p>Citizenship resource:</p> <ul style="list-style-type: none"> • Play-based learning with a wooden internet <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Media as a portal to play • What to do with children’s media interests • Supporting children’s play and learning using technologies • Technologies used in play When the dinosaurs came to kindy
<p>Children display literacy behaviours by incorporating reading and writing approximations and viewing in their play, including digital technologies</p>	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play When the dinosaurs came to kindy

Children express ideas and make meaning using a range of media (continued)

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children view, listen and respond to simple printed, visual, and multimedia texts or music and express how it makes them feel</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Unpacking imagination in action with Bluey
<p>Children use simple tools and techniques to shape, assemble, and join materials they are using</p>	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech

5.4 Children begin to understand how symbols and pattern systems work

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Children use symbols in play to represent and make meaning	Citizenship resources: <ul style="list-style-type: none"> • The wooden internet • Play-based learning with a wooden internet

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Educators engage children in noticing, using and discussing symbol systems, such as, letters, numbers, time, money, musical notation and other symbols children are exposed to in the environment, texts and images	Citizenship resource: <ul style="list-style-type: none"> • The wooden internet

5.5 Children use digital technologies and media to access information, investigate ideas, and represent their thinking

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
Children identify technologies and their use in everyday life	Citizenship resources: <ul style="list-style-type: none"> • The wooden internet • What is the internet? Play and Pedagogy resources: <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech • What does your child understand about the internet?

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children incorporate real or imaginary technologies as features of their play</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • Navigating life in a digital society <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Tinkering with unplugged technology • Tinker play with unplugged tech • Unpacking imagination in action with Bluey • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children use digital technologies to access images and information, explore diverse perspectives, and make sense of their world</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens
<p>Children develop simple skills to operate digital devices, such as turning on and taking a photo with a tablet</p>	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of evidence observed in children as they learn</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Children use digital technologies and media for creative expression, designing, drawing, composing</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children’s interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Supporting children’s play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy
<p>Children engage with technologies and media for fun and social connection</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty’s Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground
<p>Children identify basic icons and keys, e.g., delete button, and use them to support their navigation, e.g., click, swipe, home, scroll, and understand these terms</p>	<p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Supporting children’s play and learning using technologies • Technologies used in play
<p>Children adopt collaborative approaches in their learning about and with digital technologies</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children’s relationships with technologies <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Developing a culture of consent

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators acknowledge technologies are a feature of children's lives and, as such, will be a feature of their imaginative and investigative play</p>	<p>Relationships resource:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children's interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Media as a portal to play • What to do with children's media interests • Unpacking imagination in action with Bluey
<p>Educators integrate technologies across the curriculum and into children's multimodal play experiences and projects</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums' • Get moving with Humpty's Big Adventure • Staying active in the digital playground <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children's interests and skills • Tinkering with unplugged technology • Tinker play with unplugged tech • Media as a portal to play • What to do with children's media interests • Unpacking imagination in action with Bluey • Everyday learning to build young children's digital technology skills
<p>Educators teach skills and techniques and encourage children to use technologies to explore new information and represent their ideas</p>	<p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Get moving with Humpty's Big Adventure • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Using apps and websites to support children's interests and skills • Supporting children's play and learning using technologies • Technologies used in play • When the dinosaurs came to kindy • Everyday learning to build young children's digital technology skills

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators encourage collaborative learning about and through technologies between children, and children and educators</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Play in a digital world: Ideas and tips • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens • Supporting peer learning with technology • Supporting children's relationships with technologies <p>Health and Wellbeing resources:</p> <ul style="list-style-type: none"> • Three ways to help kids transition away from screens smoothly • How can technology help kids transition away from screens calmly? • Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums' • Four ways to use technology to help kids be active • How can technology help get kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playground <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • When the dinosaurs came to kindy • Developing a culture of consent
<p>Educators provide opportunities for children to have access to different forms of communication technologies</p>	<p>Health and Wellbeing resource:</p> <ul style="list-style-type: none"> • Staying active in the digital playground <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • Supporting children's play and learning using technologies • Technologies used in play

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators research topics and search for information with children</p>	<p>Relationships resources:</p> <ul style="list-style-type: none"> • Sharing screen time and digital technology with children and pre-teens • Using technology to build relationships and social skills • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens <p>Citizenship resources:</p> <ul style="list-style-type: none"> • What does your child understand about the internet? • What is the internet? <p>Play and Pedagogy resource:</p> <ul style="list-style-type: none"> • Unpacking imagination in action with Bluey
<p>Educators teach children critical reflection skills and encourage them to evaluate the quality and trustworthiness of information sources</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood • Navigating life in a digital society

Children use digital technologies and media to access information, investigate ideas, and represent their thinking (continued)

<i>Examples of educator practice to promote children's learning</i>	<i>Mapped resources from the Young Children in Digital Society website</i>
<p>Educators have opportunities to develop their own knowledge and understanding of appropriate digital technology use and safety with children and families</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • Playing IT Safe • Cyberbullying • eSafety Early Years Parent Resources • eSafety Early Years Professional Learning Modules • eSafety Lower Primary Professional Learning Modules • eSafety Early Years Program for Educators • Healthy social media use • Supporting your preschooler with online games • Young Children Online • eSafety Mighty Heroes video series • Jack Changes the Game • Swoosh, Glide and Rule Number 5 • Storytelling for a connected childhood <p>Play and Pedagogy resources:</p> <ul style="list-style-type: none"> • When the dinosaurs came to kindy • Developing a culture of consent • Everyday learning to build young children's digital technology skills
<p>Educators assist children to have a basic understanding that the internet is a network that people use to connect and source information.</p>	<p>Citizenship resources:</p> <ul style="list-style-type: none"> • The wooden internet • Navigating life in a digital society • What does your child understand about the internet? • What is the internet? • Play-based learning with a wooden internet