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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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- Dwyer, A., Jones, C., & Rosas, L. (2019). What digital technology do early childhood educators use and what digital resources do they seek? *Australasian Journal of Early Childhood*, 44(1), 91–105. https://doi.org/10.1177/1836939119841459
- Early Childhood Australia. (ECA, 2018). *Statement on young children and digital technologies*. https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf

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## Learning Outcome 1: Children have a strong sense of identity

1.1 Children	feel safe.	secure.	and	supported
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Examples of existence in the	Managed management from the
Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children establish and maintain	Relationships resources:
respectful, trusting	<ul> <li>Using technology to build relationships and social skills</li> </ul>
relationships with other	• Sharing screen time and digital technology with children and
children and educators	pre-teens
	• Enjoying digital content with children
	• Using screen time and digital technology for learning:
	Children and pre-teens
	• Supporting peer learning with technology
	<ul> <li>Supporting children's relationships with technologies</li> </ul>
	Supporting enhancer's relationships with teenhologies
	Citizenship resources:
	<ul> <li>Playing IT Safe</li> </ul>
	• Cyberbullying
	eSafety Early Years Parent Resources
	eSafety Early Years Professional Learning Modules
	eSafety Lower Primary Professional Learning Modules
	<ul> <li>eSafety Early Years Program for Educators</li> </ul>
	Healthy social media use
	• Supporting your preschooler with online games
	Young Children Online
	• eSafety Mighty Heroes video series
Children confidently explore	Health and Wellbeing resources:
and engage with social and	• Four ways to use technology to help kids be active
physical environments through	<ul> <li>How can technology help get kids moving?</li> </ul>
relationships and play	<ul> <li>Screen time doesn't have to be sedentary</li> </ul>
Tenarionismps and pray	•
	• Staying active in the digital playground
Children explore aspects of	Play and Pedagogy resources:
identity through role play	• Media as a portal to play
	• What to do with children's media interests
	• Unpacking imagination in action with Bluey
	enprening magnation in action with Dracy
	1

Children feel safe, secure, and supported (continued)

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators value and respond sensitively	Relationships resources:
to children's attempts to initiate	• Using technology to build relationships and social skills
interactions and conversations	• 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	Citizenship resources:
security through consistent and warm	• What does your child understand about the internet?
nurturing relationships	• What is the internet?
Educators give children their full	Play and Pedagogy resources:
attention, showing interest, understanding,	• Media as a portal to play
and attunement	• What to do with children's media interests
Educators design and use routines and	Health and Wellbeing resources:
rituals to support smooth and effective	• Three ways to help kids transition away from screens
transitions	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	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children show interest and curiosity	Citizenship resource:
through observing, listening, selecting,	• Navigating life in a digital society
and making choices	
Children demonstrate increasing	Play and Pedagogy resource:
awareness of the needs and rights of	• Developing a culture of consent
others	
Children are open to new challenges and	Citizenship resource:
discoveries	• The wooden internet
Children approach new safe situations	Relationships resource:
with interest and confidence	• Play in a digital world: Ideas and tips
	Play and Pedagogy resources:
	• 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	Citizenship resource:
information and asking questions	• The wooden internet

Examples of educator practice to	Mapped resources from the	
promote children's learning	Young Children in Digital Society website	
Educators provide children with	Health and Wellbeing resources:	
strategies to make informed choices	• Three ways to help kids transition away from screens smoothly	
about their actions, interactions, and	How can technology help kids transition away from screens	
behaviours	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	
	<ul> <li>How can technology help get kids moving?</li> </ul>	
	• Screen time doesn't have to be sedentary	
	Citizenship resources:	
	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	
Educators maintain high	Health and Wellbeing resource:	
expectations of each child's capabilities	Get moving with Humpty's Big Adventure	
Educators mediate and assist	Play and Pedagogy resource:	
children to negotiate their rights in	• Developing a culture of consent	
relation to the rights of others		
Educators support children's efforts,	Health and Wellbeing resources:	
assisting and encouraging as	• Get moving with Humpty's Big Adventure	
appropriate	• Staying active in the digital playground	
Educators encourage children to	Play and Pedagogy resources:	
make choices and decisions	Media as a portal to play	
	• What to do with children's media interests	

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

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

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children explore different identities,	Citizenship resources:
roles, and points of view in pretend play	• The wooden internet
	• Play-based learning with a wooden internet
Children share with others how they	Relationships resources:
have learned to use digital technologies	• Supporting peer learning with technology
	• Supporting children's relationships with technologies
	Play and Pedagogy resources:
	• 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	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators promote in all children a	Play and Pedagogy resource:
strong sense of who they are and their	• Everyday learning to build young children's digital
connectedness to others – and a shared	technology skills
identity as Australians	
Educators ensure all children experience	Health and Wellbeing resource:
pride and confidence in their	<ul> <li>Get moving with Humpty's Big Adventure</li> </ul>
achievements	
Educators demonstrate deep	Play and Pedagogy resource:
understanding of each child, their	• Everyday learning to build young children's digital
family and community contexts in	technology skills
planning for children's learning,	
development and wellbeing Educators build on the funds of	Play and Padagagy resources:
knowledge, languages and	<ul> <li>Play and Pedagogy resources:</li> <li>Media as a portal to play</li> </ul>
understandings that children bring	<ul> <li>What to do with children's media interests</li> </ul>
	- what to do with emilien 5 media merests
Educators provide rich and diverse	Play and Pedagogy resources:
resources that reflect children's social	• Media as a portal to play
and cultural worlds	• What to do with children's media interests
	• Unpacking imagination in action with Bluey

Examples of educator practice	Mapped resources from the
to promote children's learning	Young Children in Digital Society website
to promote children's learning Educators support children to identify and assess risks in play and learning and to cope with the unexpected	Young Children in Digital Society website         Citizenship resources:         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 develop knowledgeable, confident self-identities and a positive sense of self-worth (continued)

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

Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children engage in and	Citizenship resources:
contribute to shared play	• The wooden internet
experiences	• Play-based learning with a wooden internet
	Play and Pedagogy resources:
	• 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	Relationships resources:
take turns and wait so that	• Supporting peer learning with technology
others can have their turn	• Supporting children's relationships with technologies

Examples of evidence observed in	Mapped resources from the
-	
children as they learn Children co-use and collaborate with	Young Children in Digital Society website
others when using digital technologies	Relationships resources:
others when using digital technologies	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
	<ul> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning:</li> </ul>
	Children and pre-teens
	<ul> <li>Supporting children's relationships with technologies</li> </ul>
	• Supporting enharch's relationships with technologies
	Health and Wellbeing resources:
	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
	Play and Pedagogy resources:
	<ul> <li>Using apps and websites to support children's interests and skills</li> </ul>
	• Supporting children's play and learning using technologies
	Technologies used in play
	• When the dinosaurs came to kindy
Children display awareness of and	Play and Pedagogy resource:
respect for others' perspectives	<ul> <li>Developing a culture of consent</li> </ul>
	beverspring a curtaic of consent
Children recognise safe and unsafe	Citizenship resources:
situations	Playing IT Safe
	• Cyberbullying
	eSafety Early Years Parent Resources
	eSafety Early Years Professional Learning Modules
	eSafety Lower Primary Professional Learning Modules
	<ul> <li>eSafety Early Years Program for Educators</li> </ul>
	Healthy social media use
	Supporting your preschooler with online games
	Young Children Online
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	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	Mapped resources from the	
children as they learn	Young Children in Digital Society website	
Children identify trusted	Citizenship resources:	
adults and friends	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	
	<ul> <li>Healthy social media use</li> </ul>	
	<ul> <li>Supporting your preschooler with online games</li> </ul>	
	<ul> <li>Young Children Online</li> </ul>	
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>	
	<ul> <li>Jack Changes the Game</li> </ul>	
	<ul> <li>Swoosh, Glide and Rule Number 5</li> </ul>	
	<ul> <li>Storytelling for a connected childhood</li> </ul>	
	• Storytenning for a connected childhood	
Examples of educator practice to	Mapped resources from the	
promote children's learning	Young Children in Digital Society website	
Educators facilitate sharing of	Relationships resources:	
equipment and turn-taking, being	<ul> <li>Supporting peer learning with technology</li> </ul>	
mindful of children's differing capacities to wait	• Supporting children's relationships with technologies	
_	Health and Wellbeing resource:	
	• Get moving with Humpty's Big Adventure	
	8 17 8 44 44	
Educators model care, empathy,	Health and Wellbeing resources:	
and respect for children, colleagues,	• Three ways to help kids transition away from screens	
and families	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'	
	Play and Pedagogy resource:	
	<ul> <li>Developing a culture of consent</li> </ul>	
	- Developing a culture of consent	

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

Examples of educator practice	Mapped resources from the
to promote children's learning	Young Children in Digital Society website
	Citizenship resources:
Educators support children to	Playing IT Safe
learn about and recognise safe	• Cyberbullying
and unsafe situations	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
	<ul> <li>Young Children Online</li> </ul>
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	<ul> <li>Jack Changes the Game</li> </ul>
	<ul> <li>Swoosh, Glide and Rule Number 5</li> </ul>
	Storytelling for a connected childhood
	Navigating life in a digital society
	• What does your child understand about the internet?
	• What is the internet?
	Health and Wellbeing resources:
Educators enable children to	<ul> <li>Three ways to help kids transition away from screens</li> </ul>
participate in decision-making	• Three ways to help kids transition away from screens smoothly
that affects them	
that affects them	• 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'
	Play and Pedagogy resource:
	• Developing a culture of consent

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

# 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	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children cooperate with others and negotiate roles and relationships in play episodes and group experiences	<ul> <li>Relationships resources:</li> <li>Play in a digital world: Ideas and tips</li> <li>Sharing screen time and digital technology with children and preteens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> <li>Supporting peer learning with technology</li> <li>Supporting children's relationships with technologies</li> </ul>
Children broaden their understanding of the world in which they live	<ul> <li>Citizenship resources: <ul> <li>Playing IT Safe</li> <li>The wooden internet</li> <li>Navigating life in a digital society</li> <li>What does your child understand about the internet?</li> <li>What is the internet?</li> <li>Play-based learning with a wooden internet</li> </ul> </li> <li>Play and Pedagogy resources: <ul> <li>Media as a portal to play</li> <li>What to do with children's media interests</li> </ul> </li> </ul>
Children advocate for their own rights with the adults that care for them	<ul><li>Play and Pedagogy resource:</li><li>Developing a culture of consent</li></ul>
Children use digital technologies, with assistance, to explore solutions or assistance to community issues	<ul> <li>Play and Pedagogy resources:</li> <li>Using apps and websites to support children's interests and skills</li> <li>Supporting children's play and learning using technologies</li> <li>Technologies used in play</li> <li>When the dinosaurs came to kindy</li> <li>Everyday learning to build young children's digital technology skills</li> </ul>

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	Mapped resources from the
to promote children's learning	Young Children in Digital Society website
Educators build connections	Play and Pedagogy resources:
between the early childhood	<ul> <li>Tinkering with unplugged technology</li> </ul>
setting and the local	• Tinker play with unplugged tech
community	
Educators provide	Citizenship resources:
opportunities for children to	Playing IT Safe
investigate ideas, complex	• Cyberbullying
concepts and ethical issues that	eSafety Early Years Parent Resources
are relevant to their lives and	<ul> <li>eSafety Early Years Professional Learning Modules</li> </ul>
their local communities	<ul> <li>eSafety Lower Primary Professional Learning Modules</li> </ul>
	<ul> <li>eSafety Eaver Finnary Processional Learning Wouldes</li> <li>eSafety Early Years Program for Educators</li> </ul>
	• Healthy social media use
	• Supporting your preschooler with online games
	Young Children Online
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	<ul> <li>Jack Changes the Game</li> </ul>
	• Swoosh, Glide and Rule Number 5
	<ul> <li>Storytelling for a connected childhood</li> </ul>
	• 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	Relationships resources:
children can use to express	• Supporting peer learning with technology
ideas, negotiate roles and	<ul> <li>Supporting peer rearing with technologies</li> <li>Supporting children's relationships with technologies</li> </ul>
collaborate to achieve goals	supporting enhancer o relationships with teenhologies

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	Mapped resources from the
to promote children's learning	Young Children in Digital Society website
Educators support and build	Relationships resources:
children's skills to participate and	• Play in a digital world: Ideas and tips
contribute to group play and projects	• 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:
	• 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	Health and Wellbeing resources:
children to participate in	• Three ways to help kids transition away from screens smoothly
meaningful ways in group	• How can technology help kids transition away from screens
discussions and shared decision-	calmly?
making about rules and expectations	• Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums'
Educators model practices that	Play and Pedagogy resource:
create a culture of inclusion and	Developing a culture of consent
social justice within the setting and community	
Educators challenge children to	Health and Wellbeing resource:
explore the natural and	• Get moving with Humpty's Big Adventure
constructed environments	
Educators use digital	Play and Pedagogy resources:
technologies and the internet with	• Using apps and websites to support children's interests and skills
children to explore solutions or	• Supporting children's play and learning using technologies
assistance to community issues	• 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

	Managa farma tha
Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children show respect for others	Play and Pedagogy resource:
	• Developing a culture of consent
Children practise inclusive ways	Relationships resources:
of being with others and	• Supporting peer learning with technology
achieving coexistence	• Supporting children's relationships with technologies
Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators encourage children to	Relationships resources:
listen to others and to respect	• Supporting peer learning with technology
diverse perspectives	• Supporting children's relationships with technologies
1 1	
	Play and Pedagogy resource:
	<ul> <li>Developing a culture of consent</li> </ul>
	beveloping a culture of consent
Educators use digital technologies	Relationships resources:
to find answers to questions and	<ul> <li>Sharing screen time and digital technology with children</li> </ul>
document discoveries	and pre-teens
document discoveries	1
	• 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:
	• 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:
	• 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
	<ul> <li>When the dinosaurs came to kindy</li> </ul>
	<ul> <li>Everyday learning to build young children's digital</li> </ul>
	technology skills
	weiniology skins

#### 2.3 Children become aware of fairness

Examples of evidence observed in children as they learn	Mapped resources from the Young Children in Digital Society website
Children begin to understand expectations, setting rules, and the rights of others	<ul><li>Play and Pedagogy resource:</li><li>Developing a culture of consent</li></ul>

#### 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 Young Children in Digital Society website
Educators support children to	Play and Pedagogy resource:
build relationships with each	• Developing a culture of consent
other based on peace, equality, and human rights	
Educators investigate with	Play and Pedagogy resources:
children environmental challenges	<ul> <li>Supporting children's play and learning using</li> </ul>
and explore solutions to problems	technologies
using digital technologies and the	<ul> <li>Technologies used in play</li> </ul>
internet	• When the dinosaurs came to kindy

### Learning Outcome 3: Children have a strong sense of wellbeing

Examples of evidence observed in children as they learnMapped resources from the Young Children in Digital Society websiteChildren increasingly cooperate and work collaboratively with othersPlay in a digital world: Ideas and tipsPlay in a digital world: Ideas and tipsSharing screen time and digital technology with children and pre-teensUsing screen time and digital technology for learning: Children and pre-teensUsing screen time and digital technology for learning: Children and pre-teensSupporting peer learning with technologyExamples of educator practice to promote children's learningMapped resources from the Young Children in Digital Society websiteEducators listen and respond empathically when children communicate their distress, fears, or frustrationsHealth and Wellbeing resources: • Three ways to help kids transition away from screens smoothlyEducators collaborate with children to document their achievements and share their successes with their familiesHealth and Wellbeing resources: • Four ways to use technology help kids moving? • Screen time doesn't have to be sedentary • Staying active in the digital playgroundEducators promote children's sense of belonging, sense		
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successes with their families       • Screen time doesn't have to be sedentary         • Staying active in the digital playground         Educators promote children's sense of belonging,       • Supporting peer learning with technology	children to document their	• Four ways to use technology to help kids be active
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• Staying active in the digital playground       • Staying active in the digital playground         Educators promote children's sense of belonging,       • Supporting peer learning with technology	successes with their families	
sense of belonging, • Supporting peer learning with technology		•
	Educators promote children's	Relationships resources:
	sense of belonging,	• Supporting peer learning with technology
• Supporting children's relationships with technologies	connectedness, and wellbeing	• Supporting children's relationships with technologies

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

Mapped resources from the
Young Children in Digital Society website
Relationships resource:
<ul> <li>Play in a digital world: Ideas and tips</li> </ul>
Health and Wellbeing resource:
<ul> <li>Staying active in the digital playground</li> </ul>
sugning active in the digital playground
Citizenship resources:
• The wooden internet
• Play-based learning with a wooden internet
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Health and Wellbeing resources:
<ul> <li>Three ways to help kids transition away from screens smoothly</li> </ul>
• How can technology help kids transition away from screens calmly?
<ul> <li>Three ways to help your child transition off screens and</li> </ul>
avoid the dreaded 'tech tantrums'
Relationships resources:
• 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
Children and pre-teens
Citizenship resources:
• The wooden internet
• What does your child understand about the internet?
• What is the internet?
• Play-based learning with a wooden internet
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Health and Wellbeing resources:
• Three ways to help kids transition away from screens
<ul><li>smoothly</li><li>How can technology help kids transition away from screens</li></ul>
<ul> <li>How can technology help kids transition away from screens calmly?</li> </ul>
<ul> <li>Three ways to help your child transition off screens and</li> </ul>
avoid the dreaded 'tech tantrums'

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

Examples of educator practice to Mapped resources from the promote children's learning Young Children in Digital Society website Educators investigate how physical Health and Wellbeing resources: movement, exercise and healthy Get moving with Humpty's Big Adventure • lifestyles assist children with mental • Staying active in the digital playground wellbeing Educators discuss and model **Relationships resources:** appropriate use of digital Sharing screen time and digital technology with children and • technologies and discuss how to keep pre-teens children safe online with children and • Using technology to build relationships and social skills families • Enjoying digital content with children • Using screen time and digital technology for learning: Children and pre-teens Health and Wellbeing resources: • 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 **Citizenship resources:** 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 **Play and Pedagogy resource:** 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	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators update their own	Citizenship resources:
learning of digital and cyber	Playing IT Safe
safety for children	• 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	Citizenship resources:
a sense of enjoyment	• The wooden internet
	• Play-based learning with a wooden internet

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

#### 3.2 Children become strong in their physical learning and wellbeing

Examples of evidence observed in children as they learn	Mapped resources from the Young Children in Digital Society website
Children participate in physical	Health and Wellbeing resources:
play, dance, drama	<ul> <li>Three ways to help kids transition away from screens smoothly</li> <li>How can technology help kids transition away from screens calmly?</li> </ul>
	• Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums'
	<ul> <li>Four ways to use technology to help kids be active</li> <li>How can technology help get kids moving?</li> <li>Screen time doesn't have to be sedentary</li> <li>Staying active in the digital playground</li> </ul>

Examples of educator practice to	Mapped resources from the
promote children's learning	
	Young Children in Digital Society website
Educators plan for and participate in energetic physical activity with	<ul><li>Health and Wellbeing resources:</li><li>Get moving with Humpty's Big Adventure</li></ul>
children, including dance, drama,	
fundamental movement skills, and	• Four ways to use technology to help kids be active
,	• How can technology help get kids moving?
games	• Screen time doesn't have to be sedentary
	• Staying active in the digital playground
Educators provide a wide range of	Health and Wellbeing resource:
tools and materials to resource	• Staying active in the digital playground
children's fine and gross motor	
skills	
Educators provide ample	Health and Wellbeing resources:
opportunities and resources for	• Three ways to help kids transition away from screens
gross motor and movement	smoothly
experiences in both indoor and	• How can technology help kids transition away from
outdoor learning environments	screens calmly?
	• Three ways to help your child transition off screens and
	avoid the dreaded 'tech tantrums'
	<ul> <li>Get moving with Humpty's Big Adventure</li> </ul>
	<ul> <li>Staying active in the digital playground</li> </ul>
	• Staying active in the digital playground

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

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 Children are happy, healthy, safe, and connected to others	Mapped resources from the         Young Children in Digital Society website         Relationships resources:         • 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	<ul> <li>Citizenship resources:</li> <li>Jack Changes the Game</li> <li>Swoosh, Glide and Rule Number 5</li> <li>Storytelling for a connected childhood</li> </ul>

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

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators engage children in	Health and Wellbeing resources:
experiences, conversations, and	• Three ways to help kids transition away from screens smoothly
routines that promote healthy	• How can technology help kids transition away from screens
lifestyles and good nutrition	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
Educators learn about e-safety for	Citizenship resources:
children and embed and model safe	Playing IT Safe
digital practices	• 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
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	<ul> <li>Jack Changes the Game</li> </ul>
	• Swoosh, Glide and Rule Number 5
	• Storytelling for a connected childhood
	<ul> <li>Navigating life in a digital society</li> </ul>
	• What does your child understand about the internet?
	• What is the internet?
Educators discuss aspects of	Health and Wellbeing resources:
posture, and other health related	• Four ways to use technology to help kids be active
age-appropriate digital practices with children	• How can technology help get kids moving?
with children	• Screen time doesn't have to be sedentary
	• Staying active in the digital playground
Educators provide a range of active	Health and Wellbeing resources:
and restful experiences throughout	• Four ways to use technology to help kids be active
the day and support children to	• How can technology help get kids moving?
make appropriate decisions	<ul> <li>Screen time doesn't have to be sedentary</li> </ul>
regarding participation	

#### 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

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children are curious and	Citizenship resources:
enthusiastic participants in their	• Jack Changes the Game
learning	• Swoosh, Glide and Rule Number 5
Children share their ideas with	Citizenship resources:
others and ask questions of adults	Jack Changes the Game
-	• Swoosh, Glide and Rule Number 5
Children follow and extend their	Play and Pedagogy resources:
own interests with enthusiasm,	• Media as a portal to play
energy, and concentration	• What to do with children's media interests
Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators respond to children's	Citizenship resources:
displays of learning dispositions	Jack Changes the Game
by commenting on them and	• Swoosh, Glide and Rule Number 5
providing encouragement and	
additional ideas	
Educators provide feedback to	Health and Wellbeing resource:
children focussed on effort and	• Get moving with Humpty's Big Adventure
process over outcome or product	
Educators encourage children to	Relationships resources:
engage in both individual and	• Supporting peer learning with technology
collaborative explorative learning	<ul> <li>Supporting children's relationships with technologies</li> </ul>
processes	- The second sec
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*Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity (continued)* 

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators provide opportunities	Health and Wellbeing resource:
for children to revisit their ideas and extend their thinking	• Staying active in the digital playground
Educators model inquiry	Relationships resources:
processes, including wonder,	• Play in a digital world: Ideas and tips
curiosity, and imagination, try	• Sharing screen time and digital technology with children
new ideas and take on challenges	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:
	• 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:
	• 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)* 

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators build on the funds of knowledge, languages, and understandings that children bring to their early childhood setting	<ul> <li>Citizenship resources:</li> <li>Storytelling for a connected childhood</li> <li>The wooden internet</li> <li>What does your child understand about the internet?</li> <li>What is the Internet?</li> <li>Play-based learning with a wooden internet</li> </ul> Play and Pedagogy resources: <ul> <li>Tinkering with unplugged technology</li> <li>Tinker play with unplugged tech</li> <li>Media as a portal to play</li> <li>What to do with children's media interests</li> <li>Everyday learning to build young children's digital technology skills</li> </ul>
Educators create responsive learning environments that promote shared sustained thinking	<ul> <li>Relationships resources: <ul> <li>Play in a digital world: Ideas and tips</li> <li>Sharing screen time and digital technology with children and pre-teens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> <li>Supporting children's relationships with technologies</li> </ul> </li> <li>Health and Wellbeing resources: <ul> <li>Four ways to use technology to help kids be active</li> <li>How can technology help get kids moving?</li> <li>Screen time doesn't have to be sedentary</li> </ul> </li> </ul>

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

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children explore their environment	Relationships resources:
through asking questions,	• Play in a digital world: Ideas and tips
experimenting, investigating, and	• Sharing screen time and digital technology with children and
using digital technologies	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
	<ul> <li>Supporting peer learning with technology</li> </ul>
	<ul> <li>Supporting children's relationships with technologies</li> </ul>
	Play and Pedagogy resources:
	<ul> <li>Using apps and websites to support children's interests and skills</li> </ul>
	<ul><li>Tinkering with unplugged technology</li><li>Tinker play with unplugged tech</li></ul>
	<ul> <li>Supporting children's play and learning using technologies</li> <li>Technologies used in play</li> </ul>
	<ul> <li>Technologies used in play</li> <li>When the dimensional come to kindu</li> </ul>
	• When the dinosaurs came to kindy
Children use a range of strategies	Relationships resources:
and digital tools to organise and	<ul> <li>Supporting peer learning with technology</li> </ul>
represent mathematical and scientific	<ul> <li>Supporting peer reasoning with technologies</li> </ul>
thinking	supporting entraren o returionompo with teermoregree
	Play and Pedagogy resources:
	• Supporting children's play and learning using technologies
	Technologies used in play
	• When the dinosaurs came to kindy
Children use a range of media to	Relationships resources:
express their ideas through the arts	• Supporting peer learning with technology
(e.g. clay, drawing, paint, digital	• Supporting children's relationships with technologies
technologies)	
	Play and Pedagogy resources:
	• 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)

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators intentionally scaffold children's understandings, including description of strategies for approaching problems	<ul> <li>Relationships resources:</li> <li>Sharing screen time and digital technology with children and pre-teens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> </ul>
Educators ensure documentation	Health and Wellbeing resource:
of learning is visible to encourage the revisiting of ideas and concepts	• Staying active in the digital playground
Educators model the use of digital technologies and media to assist children to investigate and document their findings	<ul> <li>Relationships resources:</li> <li>Sharing screen time and digital technology with children and pre-teens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> <li>Supporting peer learning with technology</li> <li>Supporting children's relationships with technologies</li> <li>Staying active in the digital playground</li> </ul> Citizenship resource: <ul> <li>Navigating life in a digital society</li> </ul> Play and Pedagogy resource: <ul> <li>Everyday learning to build young children's digital technology skills</li> </ul>

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

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children practice and imagine	Citizenship resource:
relationships and experiences in their	• Play-based learning with a wooden internet
daily lives through pretend or	
symbolic play	Play and Pedagogy resources:
	• Media as a portal to play
	• What to do with children's media interests
Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators scaffold children's	Health and Wellbeing resources:
understanding of how skills and	• Three ways to help kids transition away from screens smoothly
ideas can be transferred to other	• How can technology help kids transition away from screens
activities through conversation and	calmly?
questions	• Three ways to help your child transition off screens and avoid
-	the dreaded 'tech tantrums'
	• Get moving with Humpty's Big Adventure
	<ul> <li>Four ways to use technology to help kids be active</li> </ul>
	<ul> <li>How can technology help get kids moving?</li> </ul>
	<ul> <li>Screen time doesn't have to be sedentary</li> </ul>
	• Screen time doesn't have to be sedentary
	Citizenship resource:
	<ul> <li>Play-based learning with a wooden internet</li> </ul>
	• Tray-based learning with a wooden internet
	Play and Pedagogy resources:
	<ul> <li>Media as a portal to play</li> </ul>
	<ul> <li>What to do with children's media interests</li> </ul>
	• What to do with children's media interests
Educators encourage children to	Relationships resources:
discuss their ideas and	Sharing screen time and digital technology with children and
understandings	pre-teens
understandings	<ul> <li>Using technology to build relationships and social skills</li> </ul>
	<ul> <li>Enjoying digital content with children</li> </ul>
	• Using screen time and digital technology for learning: Children
	and pre-teens
Educators encourage and enable	Relationships resources:
children to reflect on and assess their	-
learning, including progress and next	• Sharing screen time and digital technology with children and
steps towards their learning goals	pre-teens
steps towards then rearning goals	• 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

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children experience the benefits and	Relationships resources:
pleasures or shared learning	Supporting peer learning with technology
explorations, investigations, and	<ul> <li>Supporting children's relationships with technologies</li> </ul>
imaginary play scenarios	Supporting emilaten s relationships what cosmologies
	Health and Wellbeing resources:
	• 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'
	Citizenship resource:
	• Play-based learning with a wooden internet
	Play and Pedagogy resources:
	• Media as a portal to play
	• What to do with children's media interests
	Unpacking imagination in action with Bluey
Children explore the purpose and	Relationships resource:
function of a range of tools, media, sounds, and graphics	• Play in a digital world: Ideas and tips
	Health and Wellbeing resources:
	• 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
	Play and Pedagogy resources:
	• 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 experiment with different	Relationships resources:
technologies	• Supporting peer learning with technology
-	• Supporting children's relationships with technologies
	Play and Pedagogy resources:
	• Tinkering with unplugged technology
	<ul> <li>Tinker play with unplugged tech</li> </ul>

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

Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children use digital technologies	Relationships resources:
and media to investigate and	• Play in a digital world: Ideas and tips
problem solve	• 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
	<ul> <li>Supporting peer learning with technology</li> </ul>
	<ul> <li>Supporting poor relationships with technologies</li> </ul>
	Play and Pedagogy resources:
	<ul> <li>Using apps and websites to support children's interests and skills</li> </ul>
	<ul> <li>Supporting children's play and learning using technologies</li> </ul>
	<ul> <li>Technologies used in play</li> </ul>
	• When the dinosaurs came to kindy
Children express and respond to	Relationships resource:
ideas and feelings using a range of	• Play in a digital world: Ideas and tips
creative media including	
photography and digital	Play and Pedagogy resources:
technologies	• 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
Examples of educator practice	Mapped resources from the
to promote children's learning	Young Children in Digital Society website
Educators provide opportunities	Relationships resources:
and support for children to engage	• Play in a digital world: Ideas and tips
in meaningful relationships that	• Sharing screen time and digital technology with children and
provide positive learning	pre-teens
opportunities	• 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	Health and Wellbeing resource:
exploratory experiences with a	Get moving with Humpty's Big Adventure
wide variety of open-ended natural	Diam and Dada as an incomment
and processed materials	Play and Pedagogy resources:
	• 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)* 

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators think carefully about how	Relationships resources:
children are grouped for play,	Supporting peer learning with technology
considering possibilities for peer	<ul> <li>Supporting peer learning with technology</li> <li>Supporting children's relationships with technologies</li> </ul>
scaffolding	• Supporting enhanced s relationships with technologies
Educators select and introduce	Relationships resource:
appropriate tools, technologies, and	• Play in a digital world: Ideas and tips
media and provide the skills,	
knowledge, and techniques to	Health and Wellbeing resources:
enhance children's learning	• Three ways to help kids transition away from screens smoothly
	<ul> <li>How can technology help kids transition away from screens</li> </ul>
	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
	Citizenship resources:
	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
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	• The wooden internet
	Play and Pedagogy resources:
	• Using apps and websites to support children's interests and
	skills
	<ul><li>Tinkering with unplugged technology</li><li>Tinker play with unplugged tech</li></ul>
	<ul> <li>Inker play with unplugged tech</li> <li>Supporting children's play and learning using technologies</li> </ul>
	<ul> <li>Supporting children's play and learning using technologies</li> <li>Technologies used in play</li> </ul>
	<ul> <li>When the dinosaurs came to kindy</li> </ul>
	<ul> <li>Everyday learning to build young children's digital technology</li> </ul>
	skills

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

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators provide opportunities	Play and Pedagogy resources:
for children to both construct and	<ul> <li>Tinkering with unplugged technology</li> </ul>
take apart materials as a strategy for learning	• Tinker play with unplugged tech
Educators develop their skills and	Citizenship resources:
knowledge with digital	Playing IT Safe
technologies and media in their	• Cyberbullying
curriculum to use them	eSafety Early Years Parent Resources
confidently with children	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
	Play and Pedagogy resources:
	• 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
	<ul> <li>Everyday learning to build young children's digital technology skills</li> </ul>

#### Learning Outcome 5: Children are effective communicators

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

Examples of educator practice to promote children's learning Educators engage in sustained communication with children about ideas and experiences, and extend their vocabulary	Mapped resources from the Young Children in Digital Society website         Relationships resources:         • 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
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5.2 Children engage with a range of texts and gain meaning from these texts

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children view and listen to printed, visual, and multimedia texts and respond with relevant gestures, actions, comments, and/or questions	<ul> <li>Relationships resources:</li> <li>Sharing screen time and digital technology with children and pre-teens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> </ul>
	<ul> <li>Health and Wellbeing resources:</li> <li>Three ways to help kids transition away from screens smoothly</li> <li>How can technology help kids transition away from screens calmly?</li> <li>Three ways to help your child transition off screens and avoid the dreaded 'tech tantrums'</li> <li>Get moving with Humpty's Big Adventure</li> <li>Four ways to use technology to help kids be active</li> <li>How can technology help get kids moving?</li> <li>Screen time doesn't have to be sedentary</li> </ul>

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children view and listen to printed,	Citizenship resources:
visual, and multimedia texts and	Playing IT Safe
respond with relevant gestures,	• Cyberbullying
actions, comments, and/or questions ( <i>continued</i> )	eSafety Early Years Parent Resources
(commuea)	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
	Play and Pedagogy resources:
	• Media as a portal to play
	• What to do with children's media interests
	• Unpacking imagination in action with Bluey
Children engage in pretend play that	Relationships resources:
draws on the use of digital	• Supporting peer learning with technology
technologies	Supporting children's relationships with technologies
	Play and Pedagogy resources:
	• Unpacking imagination in action with Bluey
	• Supporting children's play and learning using technologies
	• Technologies used in play
	• When the dinosaurs came to kindy
Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators join in children's play and	Relationships resources:
engage children in conversations	• Sharing screen time and digital technology with children and
about the meanings of images and	pre-teens
print	• 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

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

Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children engage in pretend	Relationships resources:
play that draws on the use of	• Supporting peer learning with technology
digital technologies	• Supporting children's relationships with technologies
	<ul> <li>Play and Pedagogy resources:</li> <li>Unpacking imagination in action with Bluey</li> <li>Supporting children's play and learning using technologies</li> <li>Technologies used in play</li> <li>When the dinosaurs came to kindy</li> </ul>
Children experiment with ways	Citizenship resource:
of expressing ideas and	• Play-based learning with a wooden internet
meaning using a range of	
media	Play and Pedagogy resources:
	• 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
	<ul> <li>Technologies used in play</li> </ul>
	When the dinosaurs came to kindy
Children display literacy	Play and Pedagogy resources:
behaviours by incorporating reading and writing	<ul> <li>Using apps and websites to support children's interests and skills</li> </ul>
approximations and viewing in	• Supporting children's play and learning using technologies
their play, including digital	• Technologies used in play
technologies	When the dinosaurs came to kindy

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

Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children view, listen and	Relationships resources:
respond to simple printed,	• Sharing screen time and digital technology with children and
visual, and multimedia texts or	pre-teens
music and express how it	<ul> <li>Using technology to build relationships and social skills</li> </ul>
makes them feel	<ul> <li>Enjoying digital content with children</li> </ul>
	• Using screen time and digital technology for learning:
	Children and pre-teens
	Citizenship resources:
	Playing IT Safe
	• Cyberbullying
	eSafety Early Years Parent Resources
	eSafety Early Years Professional Learning Modules
	eSafety Lower Primary Professional Learning Modules
	<ul> <li>eSafety Early Years Program for Educators</li> </ul>
	Healthy social media use
	<ul> <li>Supporting your preschooler with online games</li> </ul>
	Young Children Online
	• eSafety Mighty Heroes video series
	• Jack Changes the Game
	• Swoosh, Glide and Rule Number 5
	<ul> <li>Storytelling for a connected childhood</li> </ul>
	storytening for a connected enhanood
	Play and Pedagogy resource:
	• Unpacking imagination in action with Bluey
	1 0 0 0 0 0 0 0 0
Children use simple tools and	Play and Pedagogy resources:
techniques to shape, assemble,	Tinkering with unplugged technology
and join materials they are using	• Tinker play with unplugged tech

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

5.4 Children begin to understand how symbols and pattern systems work

Examples of evidence observed in children as they learn	Mapped resources from the Young Children in Digital Society website
Children use symbols in play to represent and make meaning	<ul><li>Citizenship resources:</li><li>The wooden internet</li><li>Play-based learning with a wooden internet</li></ul>

Examples of educator practice to promote children's learning	Mapped resources from the Young Children in Digital Society website
Educators engage children in	Citizenship resource:
noticing, using and discussing	• The wooden internet
symbol systems, such as, letters,	
numbers, time, money, musical	
notation and other symbols children	
are exposed to in the environment,	
texts and images	

Examples of evidence observed in	Mapped resources from the
children as they learn	Young Children in Digital Society website
Children identify technologies and	Citizenship resources:
their use in everyday life	• The wooden internet
	• What is the internet?
	Play and Pedagogy resources:
	• Tinkering with unplugged technology
	• Tinker play with unplugged tech
	• What does your child understand about the internet?

Examples of evidence observed	Mapped resources from the
in children as they learn	Young Children in Digital Society website
Children incorporate real or	Relationships resources:
imaginary technologies as	• Play in a digital world: Ideas and tips
features of their play	<ul> <li>Supporting peer learning with technology</li> </ul>
	• Supporting children's relationships with technologies
	Citizenship resources:
	• The wooden internet
	• Navigating life in a digital society
	Play and Pedagogy resources:
	• 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 use digital	Relationships resources:
technologies to access images	• Sharing screen time and digital technology with children and
and information, explore	pre-teens
diverse perspectives, and make	<ul> <li>Using technology to build relationships and social skills</li> </ul>
sense of their world	<ul> <li>Enjoying digital content with children</li> </ul>
	<ul> <li>Using screen time and digital technology for learning:</li> </ul>
	Children and pre-teens
	Ciniticen and pre-teens
Children develop simple skills	Relationships resource:
to operate digital devices, such	<ul> <li>Play in a digital world: Ideas and tips</li> </ul>
as turning on and taking a	• Thay in a digital world. Ideas and ups
photo with a tablet	Play and Pedagogy resources:
	<ul> <li>Using apps and websites to support children's interests and</li> </ul>
	skills
	• Supporting children's play and learning using technologies
	Technologies used in play
	• When the dinosaurs came to kindy

Examples of avidence observed	Manned use our ose from the
Examples of evidence observed	Mapped resources from the
<i>in children as they learn</i> Children use digital technologies	Young Children in Digital Society website Relationships resources:
and media for creative expression,	<ul> <li>Supporting peer learning with technology</li> </ul>
designing, drawing, composing	<ul> <li>Supporting peer learning with technology</li> <li>Supporting children's relationships with technologies</li> </ul>
designing, drawing, composing	• Supporting children's relationships with technologies
	<ul> <li>Play and Pedagogy resources:</li> <li>Using apps and websites to support children's interests and skills</li> <li>Tinkering with unplugged technology</li> <li>Tinker play with unplugged tech</li> <li>Supporting children's play and learning using technologies</li> <li>Technologies used in play</li> <li>When the dinosaurs came to kindy</li> </ul>
Children engage with	Relationships resources:
technologies and media for fun	• Play in a digital world: Ideas and tips
and social connection	<ul> <li>Supporting peer learning with technology</li> </ul>
	<ul> <li>Supporting children's relationships with technologies</li> </ul>
	Health and Wellbeing resources:
	• 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
Children identify basic icons and	Play and Pedagogy resources:
keys, e.g., delete button, and use them to support their navigation,	• Supporting children's play and learning using technologies
e.g., click, swipe, home, scroll,	Technologies used in play
and understand these terms	
Children adopt collaborative	Relationships resources:
approaches in their learning about	• Play in a digital world: Ideas and tips
and with digital technologies	• 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
	<ul> <li>Supporting peer learning with technology</li> </ul>
	• Supporting children's relationships with technologies
	Play and Pedagogy resource:
	• Developing a culture of consent

Examples of advertor	Mannad narowies a from the
Examples of educator	Mapped resources from the
practice to promote	Young Children in Digital Society website
children's learning	
Educators acknowledge	Relationships resource:
technologies are a feature of	• Play in a digital world: Ideas and tips
children's lives and, as such, will be a feature of their	
imaginative and investigative	Play and Pedagogy resources:
play	Using apps and websites to support children's interests and skills
piay	Tinkering with unplugged technology     Tinker place with unplugged tech
	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
Educators integrate	Health and Wellbeing resources:
technologies across the	• Three ways to help kids transition away from screens smoothly
curriculum and into children's	• How can technology help kids transition away from screens calmly?
multimodal play experiences	• Three ways to help your child transition off screens and avoid the
and projects	dreaded 'tech tantrums'
	• Get moving with Humpty's Big Adventure
	• Staying active in the digital playground
	Play and Pedagogy resources:
	• 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
Educators teach skills and	Health and Wellbeing resources:
techniques and encourage	• Get moving with Humpty's Big Adventure
children to use technologies to	• Four ways to use technology to help kids be active
explore new information and	<ul> <li>How can technology help get kids moving?</li> </ul>
represent their ideas	<ul> <li>Screen time doesn't have to be sedentary</li> </ul>
	Play and Pedagogy resources:
	• 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

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators encourage	Relationships resources:
collaborative learning about and	• Play in a digital world: Ideas and tips
through technologies between	• Sharing screen time and digital technology with children
children, and children and	and pre-teens
educators	• Using technology to build relationships and social skills
	• Enjoying digital content with children
	<ul> <li>Using screen time and digital technology for learning:</li> </ul>
	Children and pre-teens
	<ul> <li>Supporting peer learning with technology</li> </ul>
	• Supporting children's relationships with technologies
	Health and Wellheing resources
	Health and Wellbeing resources:
	• Three ways to help kids transition away from screens
	smoothly
	<ul> <li>How can technology help kids transition away from screens calmly?</li> </ul>
	• 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
	<ul> <li>How can technology help get kids moving?</li> </ul>
	<ul> <li>Screen time doesn't have to be sedentary</li> </ul>
	<ul> <li>Staying active in the digital playground</li> </ul>
	• Staying active in the digital playground
	Play and Pedagogy resources:
	• When the dinosaurs came to kindy
	• Developing a culture of consent
Educators provide opportunities	Health and Wellbeing resource:
for children to have access to	• Staying active in the digital playground
different forms of	
communication technologies	Play and Pedagogy resources:
	<ul> <li>Supporting children's play and learning using technologies</li> </ul>
	<ul> <li>Technologies used in play</li> </ul>
	reemierogies used in pluj

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators research topics and search for information with children	<ul> <li>Relationships resources:</li> <li>Sharing screen time and digital technology with children and pre-teens</li> <li>Using technology to build relationships and social skills</li> <li>Enjoying digital content with children</li> <li>Using screen time and digital technology for learning: Children and pre-teens</li> </ul> Citizenship resources: <ul> <li>What does your child understand about the internet?</li> <li>What is the internet?</li> </ul>
Educators teach children critical	<ul> <li>Play and Pedagogy resource:</li> <li>Unpacking imagination in action with Bluey</li> <li>Citizenship resources:</li> </ul>
reflection skills and encourage them to evaluate the quality and trustworthiness of information sources	<ul> <li>Playing IT Safe</li> <li>Cyberbullying</li> <li>eSafety Early Years Parent Resources</li> <li>eSafety Early Years Professional Learning Modules</li> <li>eSafety Lower Primary Professional Learning Modules</li> <li>eSafety Early Years Program for Educators</li> <li>Healthy social media use</li> <li>Supporting your preschooler with online games</li> <li>Young Children Online</li> <li>eSafety Mighty Heroes video series</li> <li>Jack Changes the Game</li> <li>Swoosh, Glide and Rule Number 5</li> <li>Storytelling for a connected childhood</li> <li>Navigating life in a digital society</li> </ul>

Examples of educator practice to	Mapped resources from the
promote children's learning	Young Children in Digital Society website
Educators have opportunities to	Citizenship resources:
develop their own knowledge	Playing IT Safe
and understanding of appropriate	• Cyberbullying
digital technology use and safety	• eSafety Early Years Parent Resources
with children and families	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
	<ul> <li>Young Children Online</li> </ul>
	<ul> <li>eSafety Mighty Heroes video series</li> </ul>
	<ul> <li>Jack Changes the Game</li> </ul>
	<ul> <li>Swoosh, Glide and Rule Number 5</li> </ul>
	<ul> <li>Storytelling for a connected childhood</li> </ul>
	s biolycennig for a connected enhanood
	Play and Pedagogy resources:
	• When the dinosaurs came to kindy
	• Developing a culture of consent
	• Everyday learning to build young children's digital
	technology skills
Educators assist children to have	Citizenship resources:
a basic understanding that the	• The wooden internet
internet is a network that people	• Navigating life in a digital society
use to connect and source	• What does your child understand about the internet?
information.	• What is the internet?
	<ul> <li>Play-based learning with a wooden internet</li> </ul>
	- They bused fourning with a wooden internet