www.youngchildrendigitalsociety.com.au

Young Children in Digital Society:
Connections to the *National Quality Standard* and *National Principles for Child Safe Organisations*

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Australian Catholic University

About this document

In this document, resources from the *Young Children in Digital Society* website (www.youngchildrendigitalsociety.com.au) are mapped to relevant National Quality Standards (Australian Children's Education and Care Quality Authority, 2024) and National Principles for Child Safe Organisations (Australian Human Rights Commission, 2018).

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 educational leaders (e.g., directors, managers, nominated supervisors) play an instrumental role in improving the quality of early childhood education and care (ECEC) services (Davis et al., 2023; Phillips & Boyd, 2023) but often experience work-related pressures, such as excessive paperwork demands (Thorpe et al., 2021). The purpose of this document, therefore, is to provide educational leaders with a handy guide for utilising *Young Children in Digital Society* resources in ways that align with the National Quality Standard and National Principles for Child Safe Organisations. Information in this document was prepared by experienced early childhood educators and researchers.

Educational leaders may also find eSafety's Checklist for Early Learning Services helpful for assessing their online environments for the safety of children, educators, and families at their services.

References

Davis, B., Dunn, R., Harrison, L. J., Waniganayake, M., Hadley, F., Andrews, R., Li, H., Irvine, S., Barblett, L., & Hatzigianni, M. (2023). Mapping the leap: Differences in quality improvement in relation to assessment rating outcomes. *Frontiers in Education, 8,* Article 1155786. https://doi.org/10.3389/feduc.2023.1155786

Early Childhood Australia. (2018). *Statement on young children and digital technologies.* https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf

Phillips, A., & Boyd, W. (2023). Characteristics of high-quality early childhood education and care: A study from Australia. *Frontiers in Education*, *8*. https://doi.org/10.3389/feduc.2023.1155095

Thorpe, K., Westwood, E., Jansen, E., Menner, R., Houen, S., & Staton, S. (2021). Working towards the Australian National Quality Standard for ECEC: What do we know? Where should we go? *Australian Educational Researcher*, *48*(2), 227–247. https://doi.org/10.1007/s13384-020-00387-8

Table of Contents

Section 1: National Quality Standard

1.1 Quality Area 1: Educational Program and Practice

Standard 1.1: Program

The educational program enhances each child's learning and development.
Element 1.1.2 Child-centred: Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Mapped resources from the *Young Children in Digital Society* website

Relationships:
- 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

Citizenship:
- 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?

Play and Pedagogy:
- 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
- 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
- Using apps and websites to support children's interests and skills

Standard 1.2: Practice

<table>
<tr><td colspan="1">Educators facilitate and extend each child's learning and development.</td></tr>
<tr><td>Element 1.2.1 Intentional teaching:
Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</td></tr>
</table>

Mapped resources from the *Young Children in Digital Society* website

Relationships:
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- Enjoying digital content with children
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Health and Wellbeing:
- 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
- Staying active in the digital playground

Citizenship:
- 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
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Educators facilitate and extend each child's learning and development (*continued*)

Element 1.2.2 Responsive teaching and scaffolding:
Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

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Element 1.2.2 Responsive teaching and scaffolding (continued)

Citizenship:
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Educators facilitate and extend each child's learning and development (*continued*)

Element 1.2.3 Child directed learning: Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

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1.2 Quality Area 2: Children's Health and Safety

Standard 2.1 Health

<table>
<tr><td>

Each child's health and physical activity is supported and promoted.

</td></tr>
<tr><td>

Element 2.1.1 Wellbeing and comfort: Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

</td></tr>
<tr><td>

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Play and Pedagogy:
- Developing a culture of consent

</td></tr>
</table>

Each child's health and physical activity is supported and promoted.   *(continued)*
Element 2.1.3 Healthy lifestyle: Healthy eating and physical activity are promoted and appropriate for each child.
Mapped resources from the *Young Children in Digital Society* website   **Health and Wellbeing:**   - 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   - Staying active in the digital playground

Standard 2.2 Safety

Each child is protected.
Element 2.2.1 Supervision: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

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Play and Pedagogy:
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1.3 Quality Area 3: Physical environment

Standard 3.2 Use

<table>
<tr><td colspan="1" align="center">The service environment is inclusive, promotes competence,
and supports exploration and play-based learning.</td></tr>
<tr><td align="center">Element 3.2.2 Resources support play-based learning:
Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</td></tr>
<tr><td>

Mapped resources from the *Young Children in Digital Society* website

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</td></tr>
</table>

1.4 Quality Area 5: Relationships with children

Standard 5.1 Relationships between educators and children

Respectful and equitable relationships are maintained with each child.
Element 5.1.1 Positive educator to child interactions: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Mapped resources from the *Young Children in Digital Society* website **Relationships:** • 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 **Health and Wellbeing:** • 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 • Staying active in the digital playground **Citizenship:** • 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

Respectful and equitable relationships are maintained with each child.
(continued)

Element 5.1.1 Positive educator to child interactions:
Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. (*continued*)

Citizenship:
- 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
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Play and Pedagogy:
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Respectful and equitable relationships are maintained with each child.
(continued)

Element 5.1.2 Dignity and rights of the child:
The dignity and rights of every child are maintained.

Mapped resources from the *Young Children in Digital Society* website

Citizenship:
- Cyberbullying
- eSafety Early Years Parent Resources
- eSafety Early Years Professional Learning Modules
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Standard 5.2 Relationships between children

Each child is supported to build and maintain sensitive and responsive relationships.
Element 5.2.1 Collaborative learning: Children are supported to collaborate, learn from and help each other.
Mapped resources from the *Young Children in Digital Society* website **Relationships:** • 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 **Citizenship:** • The wooden internet • Navigating life in a digital society • Play-based learning with a wooden internet **Play and Pedagogy:** • 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 • 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 • Using apps and websites to support children's interests and skills

1.5 Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1 Supportive relationships with families

Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Element 6.1.3 Families are supported: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Mapped resources from the *Young Children in Digital Society* website **Citizenship:** • 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 • Playing IT Safe **Play and Pedagogy:** • Developing a culture of consent

Section 2: National Principles for Child Safe Standards

2.1 Principle 1

<table>
<tr><td>

Child safety and wellbeing is embedded in organisational leadership, governance, and culture.

</td></tr>
<tr><td>

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</td></tr>
</table>

2.2 Principle 2

Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

Mapped resources from the *Young Children in Digital Society* website

Citizenship:
- Cyberbullying
- eSafety Early Years Parent Resources
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Play and Pedagogy:
- Developing a culture of consent

2.3 Principle 3

<table>
<tr><td>

**Families and communities are informed
and involved in promoting child safety and wellbeing.**

</td></tr>
<tr><td>

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Health and Wellbeing:
- Three ways to help kids transition away from screens smoothly
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Play and Pedagogy:
- Developing a culture of consent

</td></tr>
</table>

2.4 Principle 4

<div style="border:1px solid black;">

Equity is upheld and diverse needs respected in policy and practice.

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</div>

2.5 Principle 5

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

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2.6 Principle 7

Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.

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Play and Pedagogy:
- Everyday learning to build young children's digital technology skills

2.7 Principle 8

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

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