Media and Digital Technologies

in Early Education:

Pedagogy, play and partnerships

About ABC Kids Early Education

ABC Kids Early Education is an integrated part of the ABC Kids production family that creates world class video and audio content such as Play School, Imagine This and Little Yarns. The leadership team and contributors responsible for ABC Kids Early Education (including early childhood teachers, early education consultants and subject matter specialists) recognise the boundless potential high-quality digital children's content can have when planning and implementing multi-faceted learning experiences for children. We are keen to support educators in harnessing that potential.

The ABC Kids Early Education website is a destination for trusted ABC Kids and ABC Kids listen digital content, conveniently aligned with priorities in early education. You'll find video and audio resources categorised according to six broad curriculum areas. We offer screen-free extension ideas to support educator planning and practice, along with topical posts in our Reflective Journal. We encourage early childhood educators to engage in critical reflection for curriculum planning to ensure digital technology use in early learning settings supports and promotes the best interests of young children.

Early Education Online Poster

Webinar/ workshop Early Education Curriculum Links

The ABC Kids Early Education '***Media and Digital Technologies in Early Education: Pedagogy, play and partnerships'*** professional development webinar/ workshop aligns with:

- The Australian Professional Standards for Teachers (APST) at Proficient level

- **2.6.2 Standard Descriptor** – '*Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful'.*
- **3.4.2 Standard Descriptor** – '*Select and/or create & use a range of resources, including ICT, to engage children in their learning'.*
- **4.5.2 Standard Descriptor** – '*Incorporate strategies to promote the safe, responsible & ethical use of ICT in learning & teaching'.*

- The Early Years Learning Framework (EYLF) – **Learning Outcome 2**: *Children are connected with and contribute to their world;* **Learning Outcome 4**: *Children are confident and involved learners*; **Learning Outcome 5**: *Children are effective communicators;* **Principle 4**: *Respect for diversity*; **Practice**: *Learning through play, Intentional teaching, Learning environments.*

- The National Quality Standard (NQS) – **Quality Area 1:** Educational program and practice; **Quality Area 3**: Physical environment; **Quality Area 5**: Relationships with children.
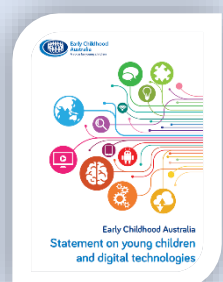
Participants will have the opportunity to unpack the ECA Statement on young children and digital technologies and share ways to effectively incorporate digital play into ongoing educational program and practice. Educators will be encouraged to analyse their pedagogical practices around the inclusion of media and digital technologies to enhance young children's learning through a play-based, contextually relevant, cross-curriculum planning approach.

Webinar content features the extensive ABC Kids Early Education online catalogue. It showcases ways media and digital technology can be used to help facilitate meaningful, deeper understandings and promote ongoing discoveries in early education settings.

http://abc.net.au/earlylearning
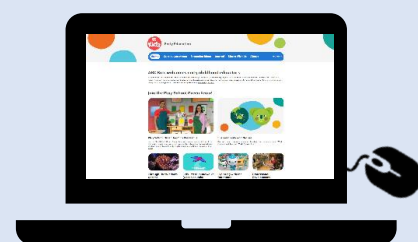
Topics explored in the ABC Kids Early Education *'Media and Digital Technologies in Early Education'* webinar include:

Is digital learning a child's right into today's connected society?

Children are born into a rapidly evolving digital world. There's no denying technology is part of children's lives and identities as learners. The ECA [Statement on young children and digital technologies](#) urges the early childhood education sector to consider young children's digital rights regarding technology use, internet access, and learning how to participate in digital contexts safely and productively.[1] From podcasts and television programs, to music and apps, as well as using different types of digital devices… there are certainly many valuable learning and teaching opportunities to support young children's digital citizenship.

Pop-culture in early learning

Pop-culture plays a big part in the lives of young children in the 21st century and it is therefore important that teachers consider the value in extending children's play interests relating to pop culture and video content. Understanding the [Bluey phenomenon](#) can support early childhood educators to implement a contextually relevant and meaningful curriculum in-light of contemporary childhood experiences. Integrating digital media enjoyed by children (such as television programs, movies or online content) into play-based learning can "*inform complex play narratives that children enact within their early childhood education and care settings*".[1] If educators deflate children's interest in popular culture, they may be overlooking the effectiveness of this valuable opportunity engage and extend children's knowledge and understandings.

What is digital play?

Digital play involves children in many combinations of activities using a range of digital and non-digital resources, either by themselves or in collaboration with others.*[1]*

Engaging in joint media engagement by co-viewing and/or co-listening to digital content and co-playing digital games & apps can inform pathways for further planning. Responsive practice around the use of digital technologies can also support positive child-adult and peer relationships through collaborative learning.

Exploratory play can remain at the forefront of programming when digital technologies are used alongside other engaging, hands-on learning experiences across the early childhood curriculum.

"A balance of play and technology used as part of intentional teaching practice will prepare young children to be lifelong, competent and involved learners".[1]

Screen-free extension ideas

ABC Kids Early Education Extension Ideas provide screen-free teaching and learning suggestions emerging from our video and audio programs. Informed by the National approved learning frameworks, consultation with peak early childhood organisations and collaboration with leading early childhood professionals, our resources reflect the diverse interests and perspectives of our young audience. Here are links to just some of the many downloadable resources available to promote further learning through play -
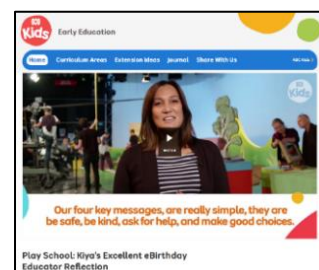
- Noisy by Nature Curriculum planning handbook
- Wonder Gang investigation cards
- Languages Of Our Land Early Education dominoes and flashcards
- Little Yarns Podcast Educator Notes
- Play School Green Team Early Education Notes and Video Clips
- Play School Art Time Inspiration Pack for Early Childhood Educators

Share with your team

A useful starting point for Educational Leaders and Directors is to engage the team at your early childhood service in facilitated reflection about the role and optimal use of digital technologies. In addition to using ECA's Statement on young children and digital technologies, here are some further follow-up critical reflection ideas:

✓ Watch the Educator Reflection Play School online safety video together. Reflect on how digital tools have become integrated into the lives of children, families and educators.

✓ Ask how individual educators view the inclusion of media and technology in early education settings. Is there space for popular culture in early learning? If so, what does it look like?

✓ Explore existing contemporary research about young children and digital technologies. Think about 'practice advice' for your service across the four areas of importance for early education – relationships, health and well-being, citizenship and play & pedagogy.[1]

✓ Investigate service policies and procedures to ensure they are reflective of both the potential (e.g. caters for different learning styles) and limitations of digital technologies.

✓ Ensure educators are reflective around the context in which digital technology is used. What content or app is being used, how and why? Consider how educators are consciously maximising 'teachable moments' to scaffold children's learning and development with technology.

✓ Discuss ideas for how a balance between intentional/ educator-initiated and child-initiated opportunities around using digital technologies can be achieved, within developed structures and routines.

✓ Examine how educator practice provides opportunities for children to explore and experiment with the functions of a diverse range of digital technologies alongside adults modelling and instruction in digital technology use.[1]

Play School: Kiya's Excellent eBirthday Educator Reflection

Further reading

- https://www.esafety.gov.au/educators/esafety-early-years-program-for-educators
- http://thespoke.earlychildhoodaustralia.org.au/technology-future-responsibility-children/
- https://wehearyou.acecqa.gov.au/2021/06/16/podcasts-as-a-gateway-for-new-understandings/
- https://www.cela.org.au/2021/05/31/viewing-listening-engaging-responsive-practice-for-digital-play-in-early-education/

We're keen to keep the conversation going. So, why not reach out?

- Share With Us. Have you used ABC Kids content/resources to support learning investigations in your early education setting? We'd love to hear about it!
- If you'd like to know more and attend a FREE *Media and Digital Technologies in Early Education* professional development webinar, email us at earlyeducation@abc.net.au.
- Sign up to the ABC Kids Newsletter and/ or connect with us on Facebook.

1. Early Childhood Australia (ECA). (2018). *Statement on young children and digital technologies*. Canberra, ACT.