**[Karen Hope]:** 21st century, children are true digital natives. And I think about it, if I sit on a tram in Melbourne, I can text somebody, I can make a phone call, I can read my mail, I can order something to wear online, and order something for dinner from Uber Eats. And when I think about this, it seems like witchcraft to me. But for modern children who are digital natives, this is a world that they've never lived in a world without these kinds of capacity devices. So, who are these young children? And is this the way they learn, is this way that they are now learning and interacting very different from previous generations?

**[Anne Kennedy]:** Yeah, that's a good question. I think any of us who've observed babies and toddlers over some period of time, would see that they are, in some ways they are the same, and in some ways they're different, Karen. Babies have always been curious, competent and capable learners. But we, 20 years ago, I don't think we recognised that, we didn't understand that. And we had different expectations for them. And I think back further to sort of my childhood, babies were swaddled and kept in darkened rooms, because it wasn't thought appropriate. You know, it was thought that they needed quiet and, why would you interact with them? They're not talking yet. So, yeah, the explosion of information and research around young children, babies and toddlers in particular, through neuroscience and through post-modern research and through infant mental health research, et cetera, has meant that, we have a completely different image of babies and toddlers. And of what they're capable of. Yes, they were always capable of those things, but we didn't expect it of them, and we didn't promote it. And then, to add to that, we have this explosion of digital technologies that are at our fingertips, as you say, and that babies are exposed to even before they're conscious of being exposed. Because you know, some parents have share that first ultrasound on Instagram. Some babies have their own Instagram accounts, of course that are set up by their families. But so, so that's a completely new context and that's something that has caught us unaware, I think. And I think the research hasn't caught up with the practices.

**[Karen Hope]:** Yes. I think, I know you and I have spoken before about this idea, just diverging here a bit, but into the 'sharenting' space now of parents sharing everything online. And to a certain extent, we're doing that in early learning centres with the rise and rise of digital technologies in terms of our documentation about what young children are doing. But I think what I hear you saying is that, young children have always been innately curious about whether it was a stick, but now it might be an iPad. The actual, what makes children, children is still there.

**[Anne Kennedy]:** Exactly, exactly. So they've always been curious about the things that interest us. So imagine. Yeah, I remember being fixated and interested in matches because matches were powerful, matches. My mum lit the match to cook the dinner and that meant we got, we ate. And so, my father had a match to light his pipe, so matches grabbed me because they were powerful tools that adults used. Now [inaudible] it's just, it's all these other things. So we have [inaudible].

**[Karen Hope]:** And you've touched on something really important there, where you said children are interested in what adults are interested in. Because I, it's not, you don't have to go very far to see adults out with children, with technology. And it reminds me about checking our own technology wellbeing and how we modeled the use of technologies for children. Given that we know that they want to be doing what we're doing.

**[Anne Kennedy]:** Exactly, Exactly. Yeah, yeah.

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