**[Dr Suzy Edwards]:** That's a really good question. I think there's two parts to that question. The first part is, is there a developmental trajectory for children's use of technologies? And how we would be looking at when children come to us, maybe babies and toddlers are learning to, or babies are learning to crawl and then crawling and walking. And then there's that beautiful stumbling, pre-running and then skipping and then all of that sort of stuff.

I think there are sort of basic orientations almost to technologies, that are areas worth looking for and help you make sure that children are aware of those. That would be around things like understanding passwords. What is a password? What's a password for? With touchscreen technologies, it's all around the touching, swiping, squeezing in, squeezing out. These are really important things for when children go to primary school. There's sort of some expectations around that. They can use an iPad. Being able to understand the difference between digital photos and video and how to operationalise that. Maybe, probably not quite, but a sense of where are things, if you've saved something, how can you access it on the device?

There's something else I was going to say… oh, and I think increasingly very important is a basic understanding of the internet. Just if children can start school, understanding that internet means a network. Because in the foundation year of school, if you look at the ICT curriculum, this could be a really interesting thing for early childhood educators to do. If you look at what children are expected to know and understand by the end of prep, there's basic, there's almost an assumption that they're coming in to school with some sense of what the internet might be, ‘cause there's a whole lot of stuff there around online safety behaviours for the first year of school.

So we can observe and assess digital skills or capacities per se. But I think what's *more* important than that is that if you're focusing your pedagogy on digital for meaning making, then most of the learning outcomes will be evident in whatever it is you're doing for meaning making. So, for example, that Pokemon Go one might connect to something like strong sense of identity, because that was such a strong community activity at the time. Wellbeing, the basic internet wall we've talked about will tie into things like online safety contributing to online wellbeing.

The little one, they would then talk about children are effective communicators. There was a bit of an issue in this service around Spotify and the music and who was choosing the songs in the service and that some children didn't want to listen to some of the songs that were being chosen and others were. So they started creating their own Spotify list. So that's *real* communication for a *real* purpose to solve a *real* digital problem. In a sense they got communication there.

And the other little example that we didn't get to talk about, you can see a little person there holding a dinosaur on their hand. This was an augmented reality. It's just an app that downloads onto iPad and they're doing a lot of exploration around dinosaurs. Different types of dinosaurs and where do they come from and which time in history and timelines on the wall and all sorts of lovely things. And this app allowed the educator…could put QR codes in the room. When the QR code was scanned, different dinosaurs would come to life, came to life on this child's hand and this child's literally shaking with excitement with this dinosaur.

My sort of main message is focus on the meaning making for technology. Don't focus on tech for tech's sake.

**[Amanda Sparks]:** There was one question that came to mind as you were talking. So you were talking about those physical skills that children develop and it brings up a question around, are children ‘digital natives’ or do we actively support children to learn certain functions around technology?

**[Dr Suzy Edwards]:** The ‘digital native’ idea is pretty much debunked. It's a nice idea, but it plays into that notion of technological determinism in that young people are naturally good at technology. And it's not true that young children are naturally good at tech. Think about everything we know about how a baby learns and a lot of that is social. And watch what other people do. So if you are this beautiful new person, even from the moment you are born and barely opening your eyes, someone's probably shoved a camera in your face and taken a photo. Then people around you will be looking at the photo and looking at you, taking another photo.

So children learning to use technologies, that starts off I think, it's more a socialisation process than anything because they will watch how we do it and they will take on those behaviours and those uses. That's why that notion of a critical view of technology is really important because what we value about technologies is how we as adults will live with technologies and children will see us enact in our lived values with technologies.

**[Amanda Sparks]:** Educators using their observations while children are engaged with technology and looking at other areas of development. I remember seeing some professional development, early childhood setting, where they had children creating a stop motion video. So in that learning experience, yes, they were using technology, but there were these whole other range of learning outcomes that were happening. So the fine motor skills as they were creating their little characters, imagination and creativity when they're thinking about the narrative that they're trying to create for their little movie. Communication that was involved as well, when the children are discussing the narrative and sort of the plot development, those sorts of things. Problem solving when the characters probably wouldn't stand as well as they wanted to. So there were a whole range of other learning opportunities that were happening that technology facilitated, but not in an obvious way.

**[Dr Suzy Edwards]:** And so that, if an educator is making a decision to use something like the stop, the animation or whatever, then the educator will have a value in mind that they want, that they see that technology affords particular opportunities for learning. So it's not necessarily about the technology per se, but it's about what learning is afforded by doing this. Whether it's with a real working technology like that example or the augmented reality, or whether it's boxes and strings and paper clips.

**[Amanda Sparks]:** Yep, so I think there's an intentionality behind that and linking to children's goals. Understanding what do you want to achieve for this particular child or how do you want to support this particular child? What aspect are you looking at and then making sure that when you use that technology, you are absolutely linking back to that child's learning goal.

**[Dr Suzy Edwards]:** Yep, absolutely agree.

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