**[Dr Suzy Edwards]:** The very first thing I would say is don't try to come up with it on your own.

There's amazing organisations in Australia who are already doing this work, and they've developed beautiful resources that you can download and you can share via links to emails or send out on Storypark or put in newsletters. There's posters, there's so much material that's already out there. There's a few here that I just wanted to mention, and we've been working quite actively with these organisations in our Linkage Project.

The Raising Children Network, which many people probably are aware of, their remit is to take research and information and translate it for parents. They've got fabulous resources. They've got tip sheets for parents on how to manage screen time, tip sheets on how to ensure you're getting enough physical activity with technologies. They've got really short accessible videos on things like co-viewing with children, so there's so many resources there already, so if as a service or an educator you wanted to tap on one or more aspect of technology use, say from the ECA Statement on young children, you could go, "Okay, I want to focus on relationships just for a term," and you support families with materials just about relationships or citizenship or whatever. There's so many ways you could go about it.

ABC Kids has a fantastic early childhood education and care website and they do these beautiful little things called Little Talks, which are just short snippets of information which can be useful for parents and educators. And there's two that are quite interesting. One of them is about capturing children's interest in Bluey and how Bluey models really interesting technology use by children and educators in the home. I don't know if anyone's seen Faceytalk? The Bluey episode on Faceytalk is just wonderful. There's another one called Phones and then there's one called Octopus, so that's unpacked a little bit in that Little Talks, and there's another one on tinkering with non-working technologies and children's opportunities to pull non-working computers and things apart and then rebuild them by using things like playdough or cardboard, so that's really good.

There's a fabulous website called Playing IT Safe. That was an initiative of the Alannah & Madeline Foundation, the Australian Federal Police, and it's got resources for again, educators and parents, so it's got tip sheets, different activities you can do from infants, toddlers and preschoolers about involving children in understanding their digital worlds, and then the Office of eSafety did a really big campaign around online safety for birth to five, and they've got fabulous posters and information sheets, so don't even think about that it's your responsibility to try and work out what messaging. Go to the trusted providers and organisations and share what they've got. There's just some really lovely well-developed content there.

It's up to us to set the tone, I guess, for what our engagement with technologies is, because children will learn from seeing the tone that we are setting, and this happens all day every day, because there's very few moments where we don't interact or touch or come into relationship with technology, so it can be as little as, I'm sure people have seen this, is an adult on a device when a child's trying to get their attention. I find this quite fascinating because likely it's social media that someone might be on, but social media is deliberately designed to capture your attention and to trigger your brain to release dopamine. It makes you feel good and it's designed to keep you there, but a child is biologically wired for our attention, and so there's this space where as adults we have to make active decisions about our response to the technology and what we value in that moment, and so I always try so hard when I'm around children, and I might pick up my device, but if a child comes to me, I model putting the device down, because what we have to signal is that the bid for human to human... is what I value more at that moment than the tech.

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