

Foundational Practice: Using Digital Technologies with Children



The course aims to equip educators with the knowledge, skills, and critical perspectives necessary to use digital technologies effectively and responsibly in early learning contexts. By understanding the nature of digital technology use, developing practical strategies, and exploring the ECA (Early Childhood Australia) Statement, educators can leverage digital tools to support children's information access, idea investigation, and expression of thinking in developmentally appropriate and meaningful ways.

Areas covered within the course include:

- Understanding what using digital technologies in early learning is and is not
- Developing knowledge and skills to use digital technology with children
- Unpacking the ECA Statement on Young Children and Digital Technologies.

Course Alignment

National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 1.1 – Program The educational program enhances each child's learning and development.</p> <p>Standard 1.2 – Practice Educators facilitate and extend each child's learning and development.</p> <p>Standard 1.3 – Assessment and Planning Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.</p> <p>Standard 3.1 – Design (Physical Environment) The design of the facilities is appropriate for the operation of a service.</p> <p><i>Continued on next page.</i></p>	<p><u>EYLF Principles</u></p> <ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Equity, inclusion and high expectations • Sustainability • Critical reflection and ongoing professional learning • Collaborative leadership and teamwork <p><u>VEYLDF Practice Principles</u></p> <ul style="list-style-type: none"> • Reflective Practice • Partnerships with families • High expectations for every child • Respectful relationships and responsive engagement • Equity and diversity • Assessment for learning and development • Integrated teaching and learning approaches • Partnership with professionals 	<p><u>CHCECE034:</u> Use an approved learning framework to guide practice</p> <p><u>CHCECE03:</u> Support the holistic learning and development of children</p> <p><u>CHCECE03:</u> Provide experiences to support children's play and learning</p>

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National Quality Standards	EYLF and VEYLDF	Certificate III in Early Childhood Education and Care (CHC30121)
<p>Standard 3.2 – Use (Physical Environment) The service environment is inclusive, promotes competence and supports exploration and play-based learning.</p> <p>Standard 5.1 – Relationships between educators and children Respectful and equitable relationships are maintained with each child.</p> <p>Standard 5.2 – Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.</p>		