

## OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Children develop knowledgeable confident self-identities, and a positive sense of self-worth

<i>This is evident when children, for example:</i>
----------------------------------------------------

- |                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• share with others how they have learned to use digital technologies</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------|

Children learn to interact in relation to others with care, empathy and respect

<i>This is evident when children, for example:</i>
----------------------------------------------------

- |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• co-use and collaborate with others when using digital technologies</li></ul> |
|----------------------------------------------------------------------------------------------------------------------|

## OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens

<i>This is evident when children, for example:</i>
----------------------------------------------------

- |                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• use digital technologies, with assistance, to explore solutions or assistance to community issues.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|

<i>Educators promote this learning for all children when they, for example:</i>
---------------------------------------------------------------------------------

- |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• use digital technologies and the internet with children to explore solutions or assistance to community issues.</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Children respond to diversity with respect

<i>Educators promote this learning for all children when they, for example:</i>
---------------------------------------------------------------------------------

- |                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• use digital technologies to find answers to questions and document discoveries</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------|

Children become socially responsible and show respect for the environment

<i>This is evident when children, for example:</i>
----------------------------------------------------

<i>Educators promote this learning for all children when they, for example:</i>
---------------------------------------------------------------------------------

- |                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• investigate with children environmental challenges and explore solutions to problems using digital technologies and the internet</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

Children become strong in their social, emotional and mental wellbeing

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
	<ul style="list-style-type: none"> <li>• discuss and model appropriate use of digital technologies and discuss how to keep children safe online with children and families</li> <li>• update their own learning of digital and cyber safety for children</li> </ul>

Children are aware of and develop strategies to support their own mental and physical health and personal safety

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
	<ul style="list-style-type: none"> <li>• learn about e-safety for children and embed and model safe digital practices</li> <li>• discuss aspects of posture, and other health related age-appropriate digital practices with children</li> </ul>

#### **OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**

Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
<ul style="list-style-type: none"> <li>• explore their environment through asking questions, experimenting, investigating and using digital technologies</li> <li>• use a range of strategies and digital tools to organise and represent mathematical and scientific thinking</li> <li>• use a range of media to express their ideas through the arts, e.g. clay, drawing, paint, digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• model the use of digital technologies and media to assist children to investigate and document their findings</li> </ul>

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
<ul style="list-style-type: none"> <li>• use digital technologies and media to investigate and problem solve</li> <li>• express and respond to ideas and feelings using a range of creative media including photography and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>• develop their skills and knowledge with digital technologies and media in their curriculum to use them confidently with children</li> </ul>

## **OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**

Children use digital technologies and media to access information, investigate ideas and represent their thinking

Children engage with a range of texts and gain meaning from these texts

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
<ul style="list-style-type: none"> <li>• engage in pretend play that draws on the use of digital technologies.</li> </ul>	

Children express ideas and make meaning using a range of media

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
<ul style="list-style-type: none"> <li>• display literacy behaviours by incorporating reading and writing approximations and viewing in their play (including digital technologies)</li> </ul>	

Children use digital technologies and media to access information, investigate ideas and represent their thinking

<i>This is evident when children, for example:</i>	<i>Educators promote this learning for all children when they, for example:</i>
<ul style="list-style-type: none"> <li>• identify technologies and their use in everyday life</li> <li>• incorporate real or imaginary technologies as features of their play</li> <li>• use digital technologies to access images and information, explore diverse perspectives and make sense of their world</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge technologies are a feature of children's lives and, as such, will be a feature of their imaginative and investigative play</li> <li>• provide children with access to a range of technologies</li> </ul>

- develop simple skills to operate digital devices, such as turning on and taking a photo with a tablet
- use digital technologies and media for creative expression (e.g. designing, drawing, composing)
- engage with technologies and media for fun and social connection
- identify basic icons and keys (e.g. delete button) and use them to support their navigation (e.g. click, swipe, home, scroll) and understand these terms
- adopt collaborative approaches in their learning about and with digital technologies.

- integrate technologies across the curriculum and into children's multimodal play experiences and projects
- teach skills and techniques and encourage children to use technologies to explore new information and represent their ideas
- encourage collaborative learning about and through technologies between children, and children and educators
- provide opportunities for children to have access to different forms of communication technologies
- research topics and search for information with children
- teach children critical reflection skills and encourage them to evaluate the quality and trustworthiness of information sources
- have opportunities to develop their own knowledge and understanding of appropriate digital technology use and safety with children and families
- assist children to have a basic understanding that the internet is a network that people use to connect and source information.