

A decorative graphic at the top of the slide consists of a network of interconnected nodes and lines. The nodes are represented by small colored circles in shades of blue, green, yellow, orange, red, and pink, connected by thin grey lines. The network is denser on the left and right sides and more sparse in the center.

***Early Childhood Australia in partnership with  
the Victorian Department of Education and Training present***

**Optimising virtual learning in COVID-19 times:  
Using technology to support learning from home**

**Session 1: Online Learning 101**



**Early Childhood Australia**  
A voice for young children



Education  
and Training



# Welcome and Acknowledgements



Today:

## Session 1: Online Learning 101

- synchronous and asynchronous learning opportunities and tech use for young children
- online and offline options to engage with children and families
- the importance of social and emotional learning and development (focussing on identity, wellbeing and communication) during this time.



# The masterclass:

Webinar Session 1: Online learning 101

Webinar Session 2: Virtual group time and video conferencing

Webinar Session 3: Teaching and learning online

Webinar Session 4: Flexible online learning for families

Webinar Session 5: Virtual opportunities for children

Panel Discussion 1: Making online learning visible

Panel Discussion 2: Helping families embrace social and emotional learning



# Frequently Asked Questions

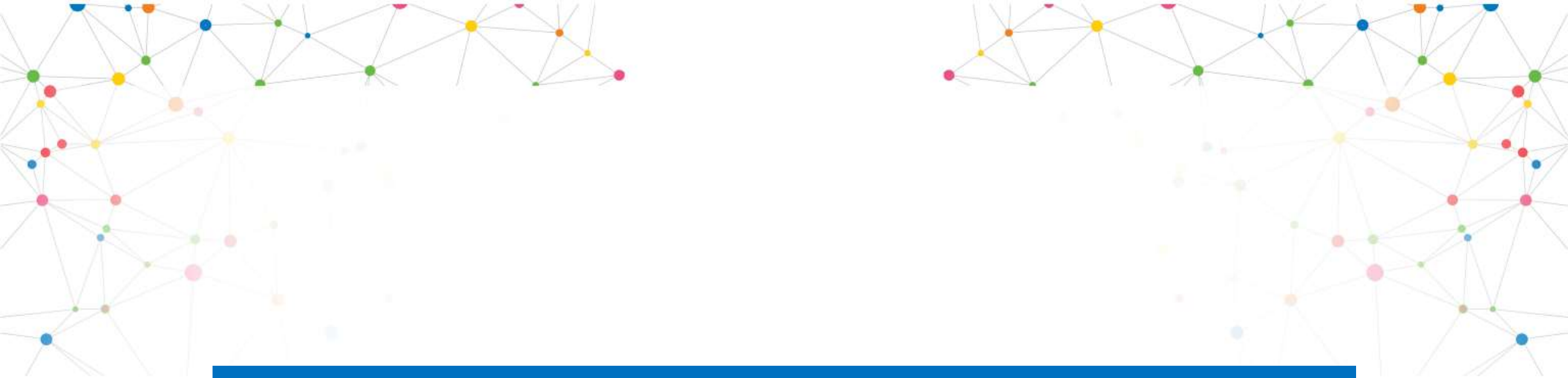
- How do I ask questions today?
- How do I ask questions later?
- Certificates?
- Can I share my ideas and what has worked with my families?
- Can I revisit my learning?



Three main concepts to underpin today:

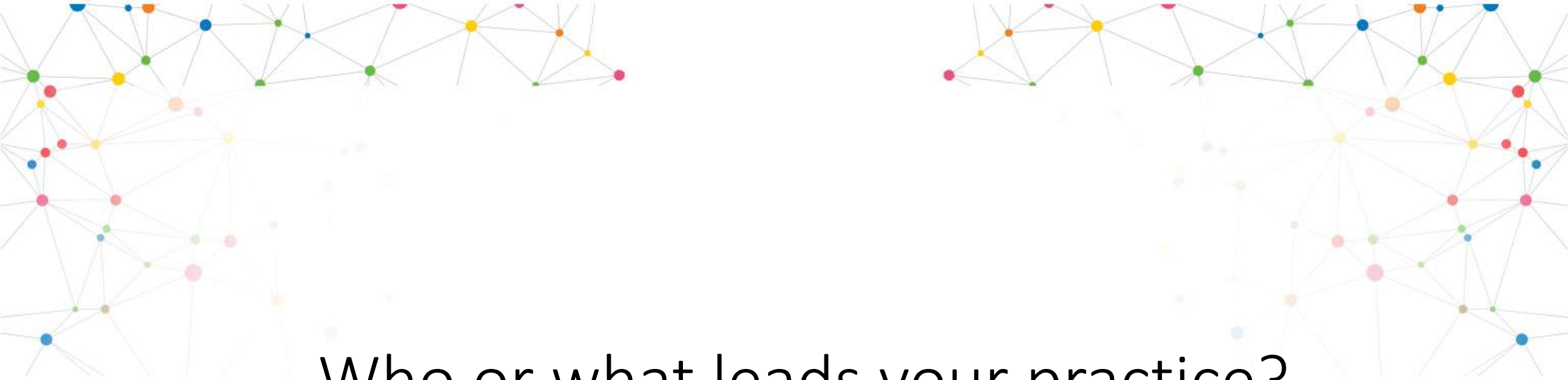
- What is leading our work?
- Three C's to consider
- Synchronous, asynchronous and hybrid

...and a tiny bit of theory.



# Polls





Who or what leads your practice?





Specific learning  
outcomes...

What do you want  
to focus on at this  
time?

Pedagogy (not technology) leads practice.....

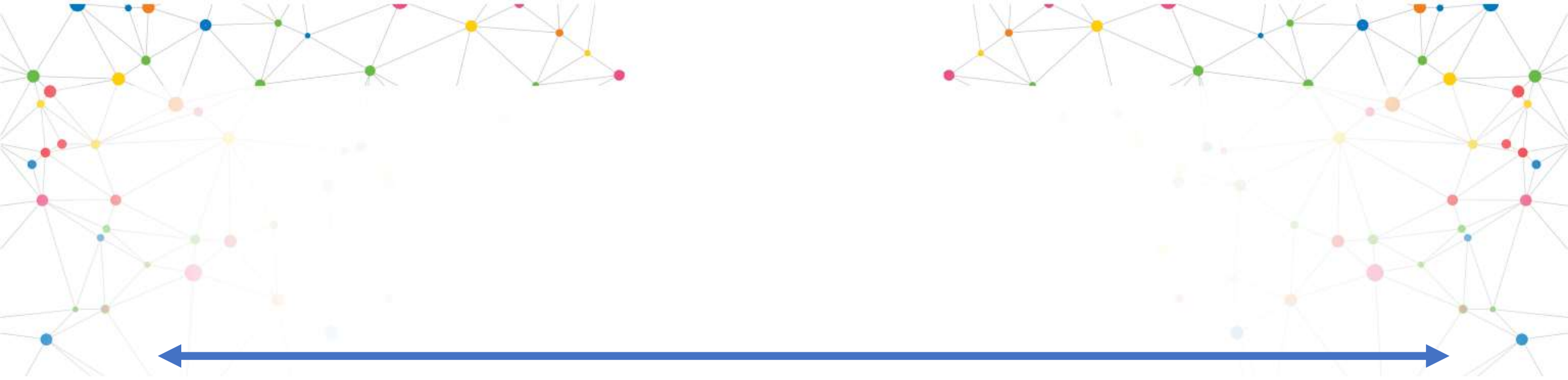
but

Technology is a window into  
practice

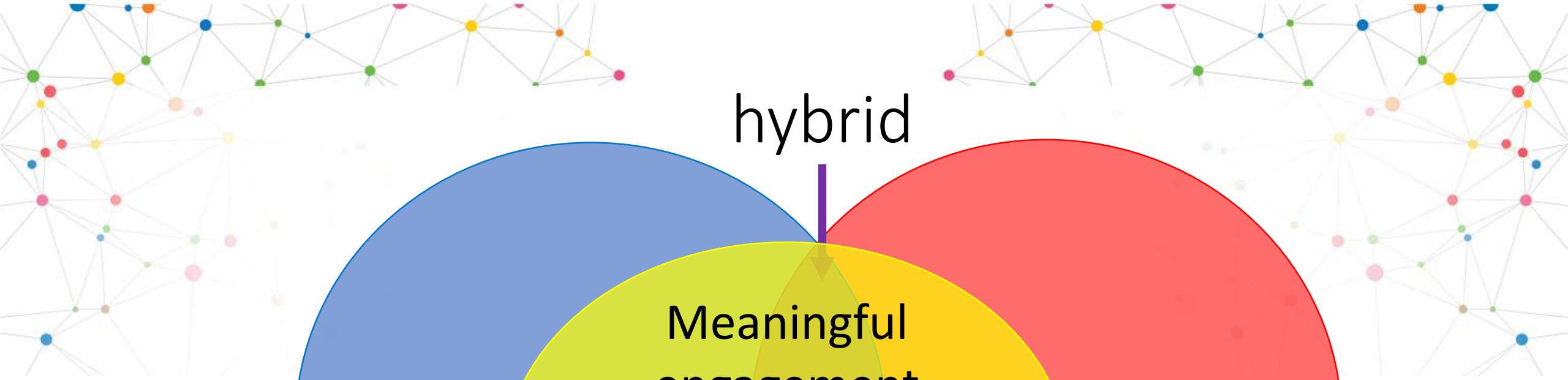
Social and  
emotional learning  
& wellbeing...

Relationships..  
Or child-led  
pedagogy...

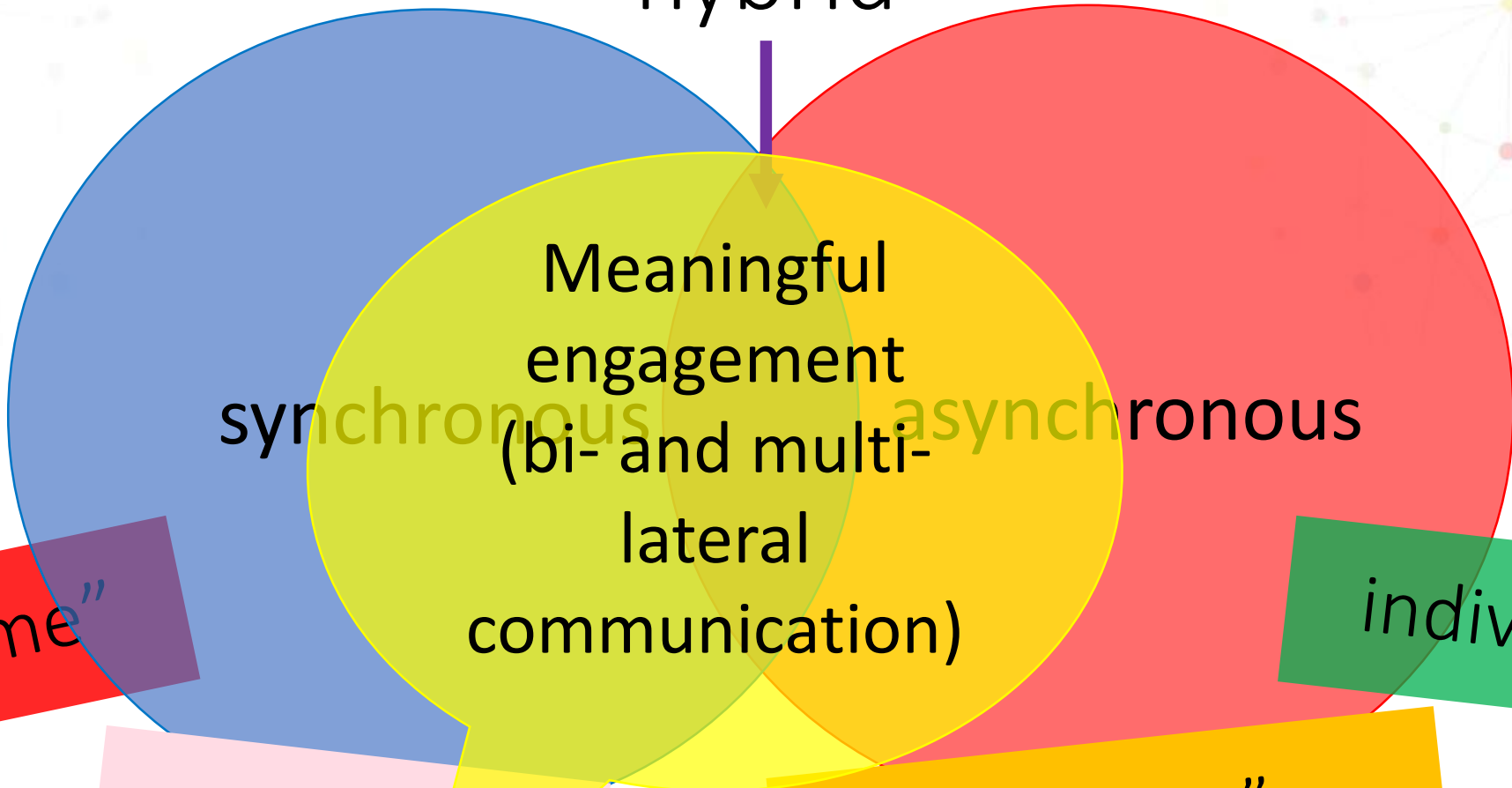
OR....



Consume, Create and Communicate



hybrid



“real time”

together

“any time”  
flexible engagement

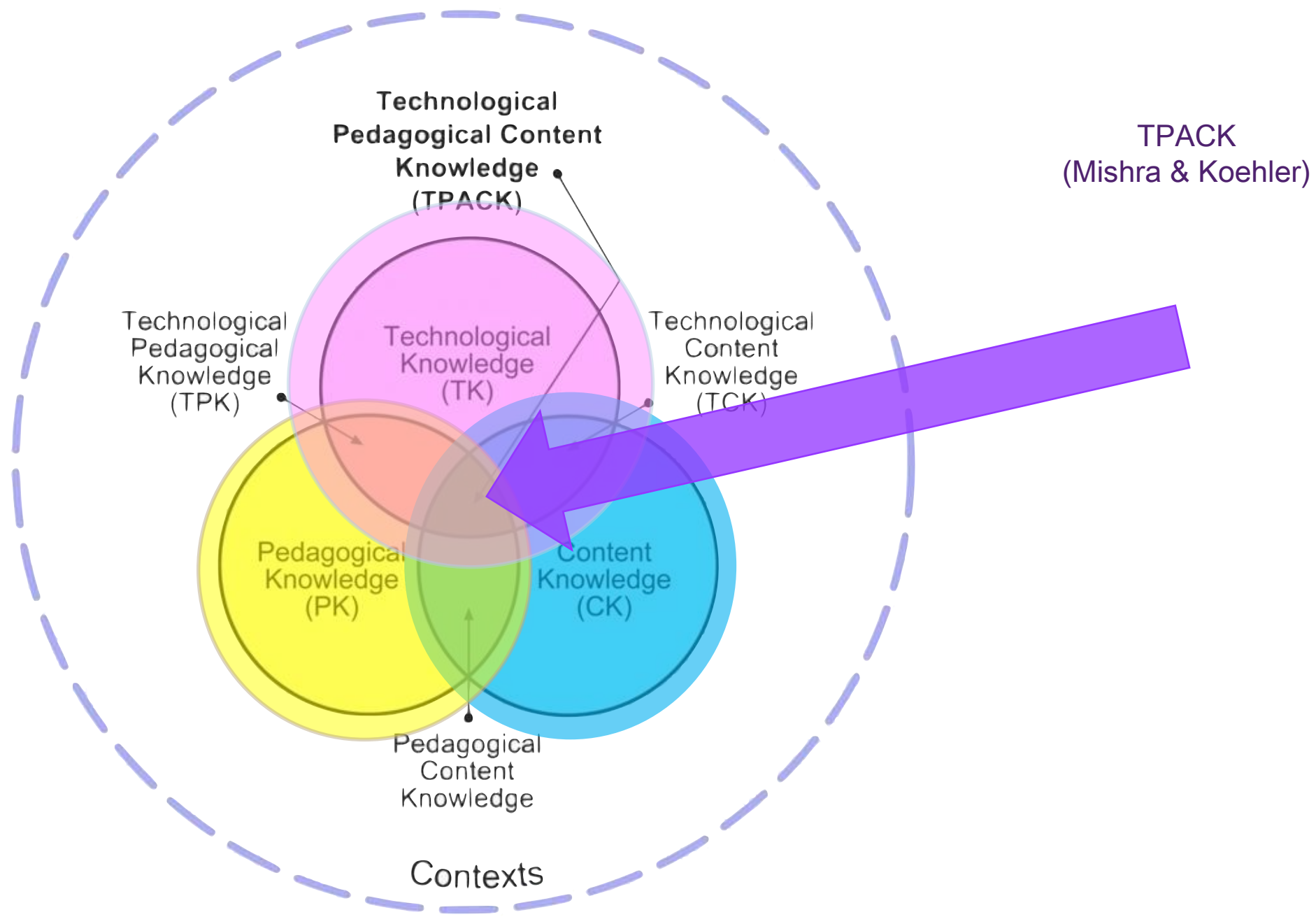
individuals



But... How do I choose?

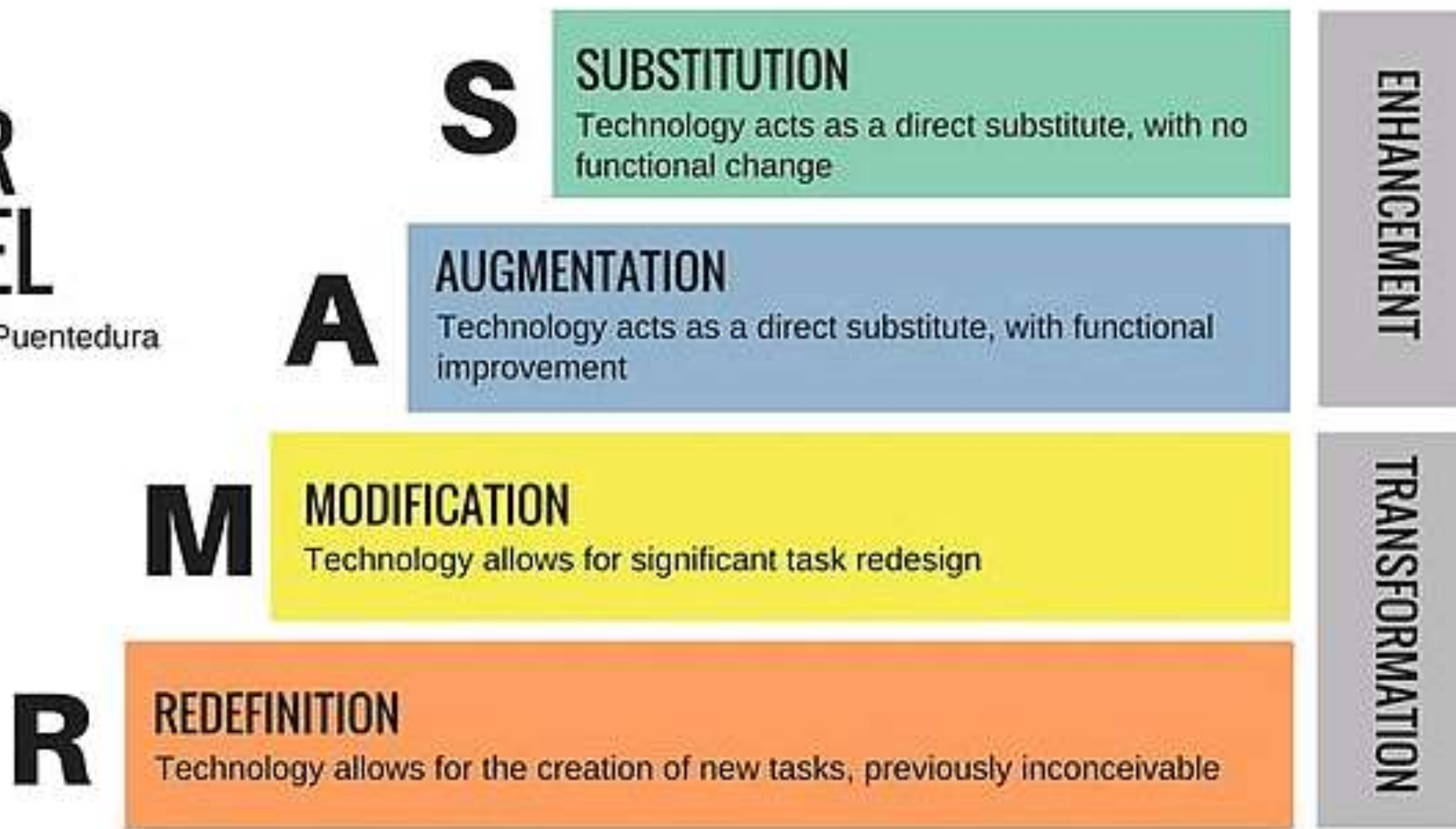


A tiny taste of theory



# THE SAMR MODEL

Dr. Ruben R. Puentedura



[https://en.wikiversity.org/wiki/Instructional\\_design/SAMR\\_Model/What\\_is\\_the\\_SAMR\\_Model%3F](https://en.wikiversity.org/wiki/Instructional_design/SAMR_Model/What_is_the_SAMR_Model%3F)





I'm needing more information on the  
TECHNOLOGY.....



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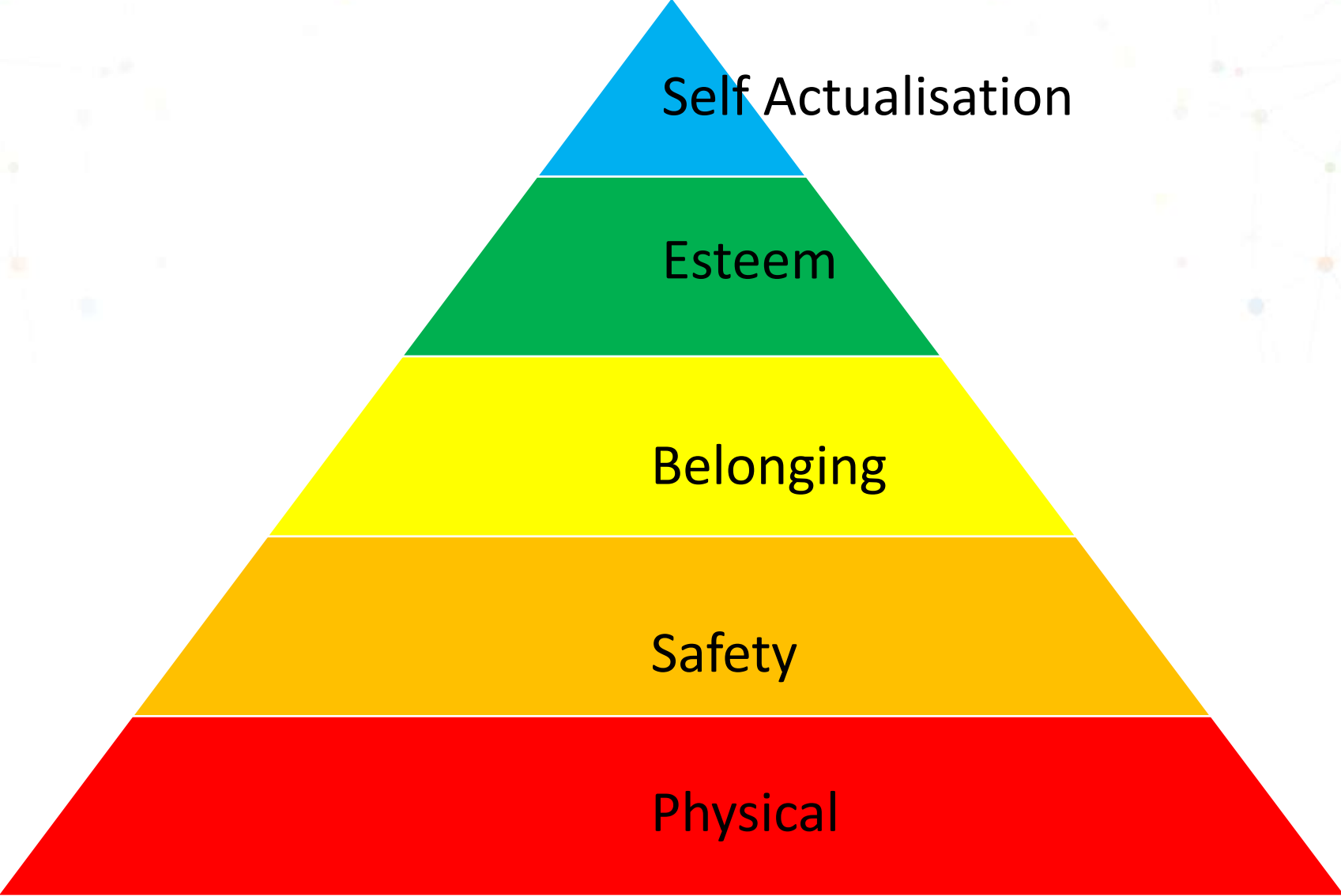
Webinar Session 5: Virtual opportunities for children

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But it isn't just about the  
technology at this time.....





Talking with families

Something asynchronous

So what are you doing next?

Reflecting on and evaluating options

Something synchronous?

Consider how you can share your pedagogy meaningfully



Questions and comments?



Resources to consider



- Early Childhood Australia’s position statement on young children and digital technologies
- Victorian Department of Education and Training’s [Learning from Home](#) website.
- [FUSE](#), another Victorian Department of Education and Training site
- Make sure you are receiving the Victorian Department of Education and Training’s weekly *Early childhood education coronavirus (COVID-19) update* direct emails
- Contact the DET dedicated coronavirus (COVID-19) phone advice line on 1800 338 663 or email [ec.home.learning@education.vic.gov.au](mailto:ec.home.learning@education.vic.gov.au) if they need further assistance

The image displays a collage of educational resources. At the top, there is a network diagram with colorful nodes and connecting lines. Below this, on the left, is a document titled 'Learning from Home' with a 'Victoria' logo. In the center is a screenshot of the 'FUSE' website, which features a navigation bar with 'EARLY CHILDHOOD', 'PRIMARY STUDENTS', 'SECONDARY STUDENTS', and 'TEACHERS'. The main content area has an orange background with illustrations of a teapot, a book, a pencil, and alphabet blocks, with the text 'EARLY CHILDHOOD' in a large red box. On the right side of the collage is a document titled 'Statement and...' with a blue header. Below the screenshot is a list of considerations for delivering a learning from home program, each with a plus sign icon to its right:

- [Connect with families](#) +
- [Supporting children's learning continuity](#) +
- [Supporting positive parenting and the home learning environment](#) +
- [Keeping children socially connected](#) +

Below this list is a section titled 'Supporting children and families experiencing vulnerability'. The text reads: 'For many vulnerable children and families, continuing to attend early childhood services will be the best way to support their learning and development.' Below this is another paragraph: 'From Thursday 6 August, early childhood and education care services (ECEC) in metropolitan Melbourne should only remain open to provide education and care for those children whose'.



Thank you for joining this session.



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