

TECHNOLOGY POLICY

Digital technologies have become an integral part of many children’s daily lives. For this reason, it is important that our educators are not only familiar with the use of digital technologies, but are able to guide children’s understanding of, and ability to interact, engage, access and use a range of digital technology. Technology and media items will only be used as an extension to the daily program assisting in the development of social, physical, emotional, cognitive, language, and creative potential of each child. Digital technology can be helpful in the retelling of stories about our culture, help to celebrate diversity and assist in providing an inclusive and equitable educational program.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

73	Educational Program
76	Information about educational program to be given to parents
155	Interactions with children
156	Relationships in groups
181-184	Confidentiality of records and storage of records

PURPOSE

Our Service will implement responsible behaviour and limit screen time when using technology, respecting the Service, children, and the privacy of families and educators. Educators will exercise appropriate judgement and behave in a professional and ethical manner when using technology.

SCOPE

This policy applies to children, families, staff, management, and visitors of the Service.

IMPLEMENTATION

Technology when used appropriately, can be a tool for learning, especially when educators play an active role. The Internet is a magnificent resource for research, communication, and extending programming ideas and interests. Technology use within our Service aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently and safely.

Definitions of terms

- App:** An abbreviation of the term ‘Application’-refers to programs that can be downloaded or installed on mobile phones etc
- Coding:** Process of creating and inputting messages that can be understood by others or a digital device such as a computer robotic toy or app
- Digital data:** Information that is transmitted digitally, including (but not limited to) text, audio, images and video
- Digital technology:** enables large amounts of data to be stored and shared so it can be accessed, created and used by people anywhere and at any time
- Digital documentation:** recording and analysing children’s engagement and learning using digital tools. (includes photos, text and video and may be communicated via an online program).

(source: ECA Statement on young children and digital technologies, 2018.)

Examples of technology for early childhood education may include:

- touchscreen devices- tablets (iPads)
- programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing
- internet and information literacy skills
- Robotic toys- such as bee bots

Management/ Nominated Supervisor/ Responsible Person will:

- provide professional learning to educators and staff in response to the ECA- *Statement on young children and digital technology*
- provide information and resources to educators from the [e-Safety Commissioner- Early Years Program](#)
- identify technology training needs of educators for professional development
- maintain and promote a positive culture that promotes safe, responsible and respectful use of digital devices and online services
- ensure the *Service Privacy and Confidentiality Policy* is adhered to at all times by educators
- ensure there is no unauthorised access to the Service's technology facilities (programs, software program etc.)
- ensure all educators have appropriate login details to provide secure usage
- provide information to parents about technology use within the Service
- Communicate with families regarding social media usage (see: *Social Media Policy*) and seek permission from families to use digital documentation including photographs of children emailed to families via Reflective daily program.
- provide a range of technology devices for educators to utilise- iPads, televisions, laptops, iPhones, printers
- must ensure that no breaches of copyright eventuate if screening/viewing DVDs

Educators will:

- comply with current legislation and Service policies
- keep passwords confidential
- model appropriate use of digital devices and online services for learning purposes
- log out of computers and software programs after each use
- only access and modify files and data for which they have authorisation
- respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- not harass, slander, intimidate, embarrass, defame, or seek to offend another person, group of people, or organisation via technological devices
- not copy, transmit, steal, or loan copies of Service documents.
- not use personal mobile devices to take photos at the Service, access social media (Facebook, Instagram or other) or breach children and families' privacy
- provide adequate supervision to children when using computers or other technology

In relation to children, Educators will:

- consider the developmental levels of children when using technology for early learning
- support children's natural curiosity for technology within the Service
- only provide programs or apps that they have viewed and assessed prior to introducing to children
- build on children's learning and inspire the ongoing and enthusiastic acquisition of knowledge through technology
- use technology to build on current projects and document children's learning
- limit the amount of time spent on screens as per recommended screen times
- support children in turn-taking and learning to share when using digital technologies in collaboration with others
- limit experiences involving screen use to those which have an educational component or include movement and gross motor activity
- discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation
- model appropriate screen behaviours and self-regulation to the children
- encourage productive sedentary experiences for rest and relaxation that are not technology-reliant
- ensure that an appropriate balance between inactive and active time is maintained each day
- be considered when using screens as an instrument to support working with individual children
- educate and support children to begin to develop skills to critically evaluate sources of information on the internet.
- Use apps regularly to inform educators and children. For example, to check the UV to be SunSmart.
- Use the iPads for organisational purposes, such as signing on and off the room and checking numbers for ratio purposes.

Guidelines for use of technology within our Service:

- use of digital technologies is used to promote social interactions between children, peers and adults

- programs must be carefully selected and be suitable to the needs and developmental levels of each child using or watching various types of technology or media
- programs and apps will be chosen to support and promote children’s cognitive investment
- postural awareness will be promoted when using devices
- technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g. the Olympic Games, environmental resources).
- technology is predominantly used where play-based and ‘hands-on’ experiences cannot provide the same information (e.g. investigating planets or dinosaurs). It will not replace appropriate experiences nor professional pedagogy.
- programs are chosen that are engaging and age appropriate to children: Only ‘G’ rated television programs and movies will be viewed at the Service.
- the use of TV will be kept to a minimum. When used:
 - programs depicting violence and/or inappropriate content (including graphic news reports) will not be shown
 - TV programs or videos will only be shown that have positive messages about relationships, family and life
 - all content will be socially and culturally considerate and appropriate.
- timeframes for ‘screen time’ according to Australia's Physical Activity and Sedentary Behaviour Guidelines are:
 - children birth to one year should not spend any time in front of a screen
 - children 2 to 5 years of age should be limited to less than one hour per day
 - children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.
- children will be taught responsible concepts of digital use and citizenship as children are ‘*growing up digital*’
- only quality developmentally appropriate interactive media will be used

In relation to families our Service will:

- create shared understandings between families and educators about digital technology use, by adults, in front of children
- provide information regarding online safety to families-

<https://www.internetmatters.org/advice/0-5/>

<https://raisingchildren.net.au/preschoolers/play-learning/screen-time-healthy-screen-use/internet-safety-3-5-years>

- provide families with information about the digital technology used within the Service
- provide information and advice to families about the selection of digital media content, apps and games that are appropriate for use by young children
- provide information about the apps and programs used within the Service
- support families to understand that negative effects of exposure to disturbing or arousing content and screens before sleep time

SOURCE

Australian Government. Department of Education, Skills and Employment. (2009). *Belonging, being and becoming: The early years learning framework for Australia*.

Australian Government. e-Safety Commissioner Online safety for under 5s

Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour

Guidelines:

<https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines>

Early Childhood Australia *Statement on young children and digital technologies*. (2018).

Education and Care Services National Regulations. (2011).

Fair Work Act 2009 (Cth).

Guide to the National Quality Framework. (2017). (Amended 2020).

Guide to the National Quality Standard. (2017).

Revised National Quality Standard. (2018).

The Australian Council on Children and the Media for the Australian Research Alliance for Children

and Youth. (2011). *Television and young children: Quality, choice and the role of parents: What the experts and parents say*.

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