

# TECHNOLOGY POLICY

Digital technologies and computers 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 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, and 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
84	Awareness of child protection law
149	Volunteers and students
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
181-184	Confidentiality of records and storage of records

## RELATED POLICIES

Child Protection Policy	Educational Program Policy
Child Safe Environment Policy	Mobile Device Usage Policy
Code of Conduct Policy	Photograph Policy
Cyber-Safety policy	Privacy and Confidentiality Policy
Dealing with Complaints Policy	Social Media Policy

## PURPOSE

Our OSHC Service will implement responsible behaviour when using technology, respecting the service, children and the privacy of families and educators. Educators will exercise appropriate judgment and behave in a professional and ethical manner when using technology. At all times, educators will provide a child safe environment and supervise children when using technology to minimise the opportunity for abuse or other harm to occur (Child Safe Standard 8, NSW).

## SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor, volunteers, students and visitors (including contractors) of the OSHC Service.

## IMPLEMENTATION

Digital 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. Our educators are diligent in ensuring children are only able to access age-appropriate technology on any device provided by the service.

In the OSHC environment it is also important to have a school/leisure balance which means allowing time for play and leisure activities (*My Time, Our Place*). To achieve this, our OSHC Service may offer children opportunities to use age-appropriate and non-violent video games and/or gaming apps under the supervision of educators. Mobile devices are not permitted to be utilised in our OSHC Service (*see Mobile Device Usage Policy*).

## DEFINITIONS OF TERMS

App: An abbreviation of the term 'Application'- refers to small programs that can be downloaded or installed on mobile phones

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).
Interactive whiteboard:	A digital screen that projects content for groups of children to view or co-view or co-engage. Incorporates touch sensitive or responsive controls so the user may engage via the screen rather than a mouse or keyboard

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

### EXAMPLES OF TECHNOLOGY USED WITHIN OUR SERVICE 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
- scanners
- Interactive whiteboards/data projectors

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Technology Policy*
- promote and support a child safe environment
- embed the National Child Safe Principles into the organisational structure and operations [or state specific Child Safe Standards]
- ensure all staff, educators, volunteers and students are aware of current child protection law, National Child Safe Standards and their obligation to protect children from harm
- record WWCC/vulnerable people checks of volunteers and students
- maintain a positive culture that includes and promotes safe, responsible and respectful use of digital devices and online services

- identify technology training needs of educators and provide professional development
- provide professional development, information and resources to educators from the eSafety Commissioner-[Professional learning program for teachers](#)
- provide professional learning to educators and staff in response to the ECA- *Statement on young children and digital technology*
- provide regular training for all staff on reporting obligations (including mandatory reporting) and child safe practices
- report any breach of child protection legislation to relevant authorities- police, regulatory authority through NQA ITS portal (*see: Child Safe Environment, Child Protection Policies*)
- reflect on our service’s physical environment, layout and design to ensure it is supports child safe practices when children are engaged in using technology
  - ensure risk assessments are completed for all physical and online activities and identify areas where adults may have opportunities to interact with children unsupervised
  - perform regular audits to identify risks to children’s safety and changes in room set-ups that can indicate areas of higher-risk and become supervision ‘blind spots’
  - ensure location of digital technology/equipment allows educators to remain in line-of-sight of other staff members when working with children
  - only permit children to use devices in open areas where staff can monitor children’s use
  - ensure all devices are set up safety- with controls, filters and safe search settings
  - ensure all devices are password protected with access for staff only
- ensure the Service *Privacy and Confidentiality Policy* is adhered to at all times by staff and educators, families, visitors, volunteers and students
- 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
- ensure all technological devices have current virus protection software installed
- develop guidelines about how technology will be used within our Service
- provide information to parents about technology use within the Service
- seek permission from families to use digital documentation including photographs of children via social media and/or other forms of documentation platforms (*see: Social Media Policy*)
- ensure children, educators and parents are aware of our Service’s complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter (*see: Dealing with Complaints Policy*)
- provide a range of technology devices for educators to utilise- Smartboards, iPads, 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
- identify and minimise risks to children in physical and online environments
- only permit children to use devices in open areas of the service to ensure close monitoring and supervision
- respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- log out of computers and software programs after each use
- only access and modify files and data for which they have authorisation
- not harass, slander, intimidate, embarrass, defame, or seek to offend another person, group of people, or organisation via technological devices
- not make copies of, transmit, steal, or loan copies to other persons of Service documents
- not use personal mobile devices to take photos at the OSHC 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
- ensure privacy levels are set on electronic devices when in use by young children
- participate in professional development opportunities about online safety and digital technology
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online
- ensure they are aware of their mandatory reporting requirements and report any concerns related to child safety including inappropriate use of digital technology to the Approved provider or nominated supervisor.

### IN RELATION TO CHILDREN EDUCATORS WILL:

- consider the developmental levels of children when using technology for learning
- support children's natural curiosity for technology within the OSHC Service
- provide children with access to age-appropriate technologies to help develop their computer literacy skills
- educator children on ways to recognise safe physical and online environments
- discuss online behaviour as part of discussions and activities promoting respectful relationships

- only provide programs or apps that they have viewed and assessed prior to introducing to children
- only provide games that are age-appropriate and non-violent
- strictly supervise all children engaged in using technology
- 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
- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from staff
- 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 alternative leisure experiences for rest and relaxation that are not always technology-reliant
- ensure that under no circumstances the screen is used as a reward or to manage challenging behaviours
- educate and support children to begin to develop skills to critically evaluate sources of information on the internet.

### **GUIDELINES FOR USE OF TECHNOLOGY WITHIN OUR SERVICE:**

- implement risk management strategies to ensure children are always supervised when using any digital device
- use of digital technologies are used to promote social interactions between children, peers and adults
- programs must be carefully selected and be suitable to the needs and development 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
- all online devices have appropriate filtering and monitoring in place with safe settings activated
- all devices are password protected with access for staff only
- technology is used to assist in expanding the content of the daily program and appropriate current affairs (e.g., the Olympic Games, environmental awareness).

- 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 and watching DVD’s 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
  - information about programs to be viewed will be shared with families beforehand to ensure that they approve of the content. Information may include:
    - title
    - synopsis
    - rating
    - length of program
  - 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 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, educators and the Service about digital technology use, by adults, in front of children
- provide information regarding online safety to families [eSafetyparents](#)
- provide families with information about the digital technology used within the OSHC Service
- provide information and advice to families about the selection of digital media content, apps and games that are appropriate for use by school aged 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

- request written consent from parents/families to collect and share personal information, images or videos of their children online (Website, Facebook)
- provide information to parents and families about how to make a complaint and what to expect from our complaints handling processes (*see: Dealing with Complaints Policy*).

## CONTINUOUS IMPROVEMENT/REFLECTION

Our *Technology Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

## SOURCES

- ACECQA. (2023). [Embedding the National Child Safe Principles. NQF 2019 Review](#)
- Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)
- Australia Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Government eSafety Commissioner
- Australian Government Department of Health and Aged Care. (2014). [Australia’s Physical Activity and Sedentary Behaviour Guidelines](#):
- Early Childhood Australia *Statement on young children and digital technologies*. (2018).
- Education and Care Services National Regulations. (Amended 2023).
- Fair Work Act 2009* (Cth).
- NSW Department of Education. (2021). *Implementing the Child Safe Standards. A guide for early childhood education and care and outside school hours care services*.
- NSW Office of the Children’s Guardian. (2020). [Guide to the Child Safe Standards](#)
- Revised National Quality Standard. (2023).
- 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*.
- Victoria Government. (2023). [The Child Safe Standards-Early childhood services](#).
- [Western Australian Education and Care Services National Regulations](#)

## REVIEW

POLICY REVIEWED BY	Libby Haines	Director	October 2023
POLICY REVIEWED	OCTOBER 2023	NEXT REVIEW DATE	OCTOBER 2024
VERSION NUMBER	V8.10.23		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy review</li> <li>• inclusion of National Child Safe principles- ACEQCA</li> <li>• sources updated where required</li> </ul>		



POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
OCTOBER 2022	<ul style="list-style-type: none"> <li>• policy maintenance - no major changes to policy</li> <li>• hyperlinks checked and repaired as required</li> <li>• new section- Continuous Improvement/Review added</li> <li>• minor formatting edits within text</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>	OCTOBER 2023
OCTOBER 2021	<ul style="list-style-type: none"> <li>• policy reviewed to include recommendations for the implementation of the Child Safe Standards relating to the use of technology</li> <li>• additional related policies included</li> <li>• sources checked and updated</li> </ul>	OCTOBER 2022
OCTOBER 2020	<ul style="list-style-type: none"> <li>• Minor edits to introduction to policy</li> <li>• Related regulations amended</li> <li>• Added content to support ECA Statement on young children and digital technologies</li> <li>• Definition of terms and examples of technology</li> <li>• Additional section- Families</li> </ul>	OCTOBER 2021
OCTOBER 2019	<ul style="list-style-type: none"> <li>• Minor punctuation and wording edits.</li> <li>• Related policies added.</li> <li>• Sources checked and updated.</li> </ul>	OCTOBER 2020
OCTOBER 2018	<ul style="list-style-type: none"> <li>• Content revised in line with My Time, Our Place and the need for leisure time in OSHC which may include technology</li> <li>• Terminology changed to be specific to OSHC services</li> <li>• Grammar, punctuation and spelling edited.</li> <li>• Wording 'corrected' and sentences reworded.</li> <li>• References corrected, added &amp;/or updated.</li> <li>• Sources/references alphabetised.</li> </ul>	OCTOBER 2019
NOVEMBER 2017	<ul style="list-style-type: none"> <li>• Updated the National Quality Standard references to comply with revised standard</li> </ul>	OCTOBER 2018