

# TECHNOLOGY/MEDIA POLICY

Adopted: 22<sup>nd</sup> April 2021 – Res No: 71.4.21

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
155	Interactions with children
156	Relationships in groups
181-184	Confidentiality of records and storage of records

## RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Cyber-safety policy Educational Program Policy	Mobile Device Usage Policy Privacy and Confidentiality Policy Social Media Policy
--	---

## PURPOSE

Our 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.

## SCOPE

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

In the Vacation Care 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 Vacation Care 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 Vacation Care 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

### MANAGEMENT/NOMINATED SUPERVISOR WILL:

- 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 information and resources to educators from the eSafety Commissioner re: online safety
- ensure the Service *Privacy and Confidentiality Policy* is adhered to at all times by staff and 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
- 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*)
- 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

- 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 or breach children and families' privacy.

#### 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 Service.
- provide children with access to appropriate technologies to help develop their computer literacy skills
- 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
- 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:

- 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
- 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 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, educators and the Service about digital technology use, by adults, in front of children
- 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

## SOURCE

Australian Government Department of Education, Skills and Employment. (2011). *My Time, Our Place: Framework for School Age Care in Australia*.

Australian Government eSafety Commissioner

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*.

## REVIEW

POLICY REVIEWED: DECEMBER 2020	NEXT REVIEW DATE: DECEMBER 2021
--------------------------------	---------------------------------