

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 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 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.

Purpose

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

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 Centre 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.

Management/Nominated Supervisor/ Certified Supervisor will:

- Identify technology training needs of Educators in professional development;
- Maintain and promote a positive culture that promotes safe, responsible and respectful use of digital devices and online services
- Ensure the Centre privacy and confidentiality policy is adhered to at all times by Educators;
- Ensure there is no unauthorised access to the Centre's technology facilities (programs, software program etc.);
- Ensure all Educators have appropriate log on details to provide secure location;
- Ensure all technological devices have current virus protection software installed; and
- Develop guidelines about how technology will be used within our Centre.
- Provide information to parents about technology use within the Centre
- Provide a range of technology devices for educators to utilise- Smartboards, iPads, printers

Educators will:

- Comply with current legislation and Centre 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;
- Respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- Only access and modify files and data which they have authorisation to access;
- 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, copy or steal Centre documents; and
- Not use personal mobile devices to take photos at the Centre, 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 regards 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 Centre;



- 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;
- 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 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;
- Ensure that under no circumstances is the screen to be used as a reward or to manage challenging behaviours; and
- 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 Centre:

- 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);
- 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 centre;
- The use of TV and watching DVD’s will be kept to a minimum. When used:
 - Programs depicting violence and/or inappropriate content (e.g. 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 younger than 2 years of age 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’; and
- Only quality developmentally appropriate interactive media will be used.



In relation to families our Centre 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- www.safety.gov.au/early-years
- Provide families with information about the digital technology used within the Centre
- 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 Centre
- 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.

Date Implemented: 16/04/2012

Review Completed: 18/03/2021

Schedule for Review: 18/03/2022

Authorised by COM: Nov 2020

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 Service National Regulations		
73	Educational programs	
Early Years Learning Framework		
Learning Outcome 5 - Children are Effective Communicators		
5.5	Children use information and communication technologies to access information, investigate ideas and represent their thinking	

