

TECHNOLOGY/MEDIA 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 computer technologies, but are able to guide children’s understanding of, and ability to use them. 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. Quality TV programs can be helpful in the retelling of stories about our culture and help to celebrate diversity.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
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

181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED POLICIES

Cyber-safety policy Educational program policy	Social media policy Privacy and confidentiality policy
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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 OSHC Service.

IMPLEMENTATION

The Internet is a magnificent resource for research, communication and extending programming ideas and interests. Computer 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.

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.

MANAGEMENT/NOMINATED SUPERVISOR WILL:

- Identify technology training needs of Educators for professional development.
- 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.
- Ensure all technological devices have current virus protection software installed.
- Develop guidelines about how technology will be used within our Service.

EDUCATORS WILL:

- Comply with current legislation and Service policies.
- Keep passwords confidential.
- 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 REGARD TO CHILDREN, EDUCATORS WILL:

- 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.

- 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 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:

- 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 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.
 - All programs to be viewed will be shared with families beforehand to ensure that they approve of the content.
 - 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.

SOURCE

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>

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*.

Education and Care Services National Regulations. (2011).

Fair Work Act 2009 (Cth).

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*: [https://www.aracy.org.au/publications-](https://www.aracy.org.au/publications-resources/command/download_file/id/139/filename/Television_and_young_children_-_Quality,_choice_and_the_role_of_parents_-_what_the_experts_and_parents_say.pdf)

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REVIEW

POLICY REVIEWED	NEXT REVIEWED DATE
OCTOBER 2019	OCTOBER 2020