

P7-16: 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 in a child safe environment. 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.

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
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	Confidentiality of records and storage of records
183	Storage of records and other documents
184	Storage of records after service approval transferred



RELATED POLICIES

Child Protection Policy	Dealing with Complaints Policy
Child Safe Environment Policy	Educational Program Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
	Social Media Policy

PURPOSE

QDPA will implement responsible behaviour and limit screen time when using technology. Educators will exercise appropriate judgement 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.

SCOPE

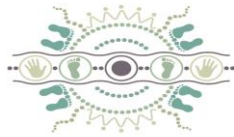
This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, volunteers, students and visitors of the Service.

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 curriculum ideas and interests. Technology use within our preschools 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. QDPA follows the [National Model Code and Guidelines](#) for taking images or videos of children released by ACECQA 1 July 2024.

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 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
- scanners
- Interactive smart boards

THE APPROVED PROVIDER/MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- adhere to all obligations under the *Education and Care National Law and Regulations*
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Technology Policy*
- promote and support a child safe environment
- embed the National Principles for Child Safe Organisations into the organisational structure and operations
- ensure all staff, educators, volunteers and students are aware of current child protection law, National Principles for Child Safe Organisations and their obligation to protect children from harm
- ensure all staff, educators, volunteers and students are aware of the National Model Code and Guidelines and adhere to these recommendations for taking images or video of children
- record WWCC of volunteers and students
- provide professional learning to educators and staff in response to the ECA- *Statement on young children and digital technology*
- provide professional development, information and resources to educators from the [e-Safety Commissioner- Early Years Program](#)
- 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- including the regulatory authority through NQA ITS portal (see: *Child Safe Environment, Child Protection Policies*)
- 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
- reflect on our preschool's physical environment, layout and design to ensure it 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 for privacy levels and safe search settings
 - ensure all devices are password protected with access for staff only
- ensure the QDPA *Privacy and Confidentiality Policy* is adhered to at all times by staff, educators, families, visitors, volunteers and students
- ensure there is no unauthorised access to QDPA's technology facilities (programs, software program etc.)
- ensure all applications/programs have MFA to ensure high level of data security wherever possible
- actively engage with QDPA's external IT provider for any IT related concerns or issues, including notifying any potential data breaches
- 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 QDPA
- provide information to parents about technology use within the preschool
- seek permission from families to use digital documentation including photographs of children via social media and/or other forms of documentation platforms
- ensure children, educators and parents are aware of QDPA's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter
- provide a range of technology devices for educators to utilise- Smartboards, iPads, printers



- discuss with educators' terms regarding sharing personal data online; ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online.

EDUCATORS WILL:

- comply with current legislation and QDPA 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 preschool to ensure close monitoring and supervision
- 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 make copies of, transmit, steal, or loan copies to other persons of QDPA documents.
- not use personal mobile devices to take photos or video of children at the Service, access social media (Facebook, Instagram or other) or breach children and families' privacy (see: [ACECQA Guidelines for the National Model Code](#))
- guide children on their own decision making and autonomy to say 'no' to photographs being taken of them, if they choose
- provide adequate supervision to children when using computers or other technology
- ensure supervision plans are designed so staff are not alone with a child
- 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
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc. is not shared online.

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 preschool



- provide children with access to age-appropriate technologies to help develop their computer literacy skills
- introduce concepts to children about online safety at age-appropriate levels
- 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
- 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
- teach children to 'ask before they tap' or do anything new on a device
- 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
- 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.

ARTIFICIAL INTELLIGENCE (AI) INTERACTIONS AND GUIDELINES

Educators and staff members adopting the use of AI need to be aware of limitations, privacy risks and the potential for errors in the responses and information generated. AI can assist and support staff as a documentation tool; however, it is their responsibility to ensure the accuracy of information generated and not rely upon it as an authoritative source.

Educators and staff should ensure they input original work into the AI program/tool and are required to monitor, verify and check information obtained from AI to ensure specific details are contextually relevant. Data and privacy concerns must be addressed, and staff should not enter details which may identify individual children, such as names and date of birth.



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 such as [eSafetyparents](#)
- provide families with information about the digital technology used within the preschool
- request written consent from parents/families to collect and share personal information, images or videos of their children online (Website, Facebook, Instagram or OWNA)
- provide information to parents and families about how to make a complaint and what to expect from our complaints handling processes
- 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 Preschool
- support families to understand that negative effects of exposure to disturbing or inappropriate content and screens before sleep time

CONTINUOUS IMPROVEMENT/REFLECTION

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

SOURCES

Australia Children's Education & Care Quality Authority. (2023). [Embedding the National Child Safe Principles. NQF 2019 Review](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#).

Australian Government. [eSafety Commissioner Early Years program for educators](#)

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).

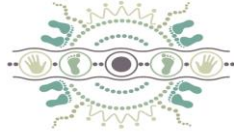
Fair Work Act 2009 (Cth).

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](#)

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*

QDPA P7-16 –Technology Policy – V4.0 – February 2025



experts and parents say.

Victoria Government. (2023). [The Child Safe Standards-Early childhood services](#).

REVIEW

Version Control	Date	Author	Description of Change
1.0	2016	QDPA	Original document
2.0	May 2021	QDPA	<ul style="list-style-type: none"> Document reviewed with change in leadership team in 2021. Version control and description box added to clarify reviewed items/new inclusions Format change to include policy statement, purpose, scope and implementation, addition of footers and page numbering and general layout changes Inclusion of detail / process documentation to ensure privacy and data breach reporting guidelines are met.
3.0	May 2022	QDPA	<p>Scheduled Review</p> <ul style="list-style-type: none"> Reference to child safe environment added to policy statement Additional Related Policies added Reference to Child Safe Standard 8 added to Purpose section Reference to age-appropriate technology added to Implementation section Policy reviewed to include recommendations for the implementation of the Child Safe Standards relating to the use of technology sources checked and updated
4.0	February 2025	QDPA	<ul style="list-style-type: none"> annual policy maintenance minor changes to guidelines for use of technology section additional information re: National Model Code added additional information added re: use of Artificial Intelligence (AI) in ECEC services sources updated where required