



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. 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, 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 Curriculum 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.

DEFINITION OF TERMS

For an extensive list of definition of terms used within this policy, please refer to the ECA [Statement on Young Children & Digital Technologies 2025](#)

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
- 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 safely 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'S RELATIONSHIPS IN DIGITAL CONTEXTS, EDUCATORS WILL:

- Use digital technologies in early childhood education and care settings with children, peers and adults to promote and sustain social interactions.
- Support children in turn-taking and learning to share when using digital technologies in collaboration with others.
- Model self-regulated digital technology use with children and families that recognises the importance of sustained social interactions between children and adults without technologies.
- Invite children's active contribution to digital documentation and model consent for the use of digital images and videos online.
- Foster children's peer-to-peer interactions as opportunities for co-learning about and with digital technologies.
- Help children to understand that digital assistants and popular culture characters are different from their trusted adults.
- Create shared understandings between families, educators and services about how adults use digital technology in front of children

IN RELATION TO CHILDREN'S HEALTH AND WELLBEING IN DIGITAL CONTEXTS, EDUCATORS WILL:

- Provide a range of digital and non-digital experiences for young children that help them move their bodies, including being outside in natural light using sun-safe practices.
- Ensure children participate in non-digital activities to build strength and skills in their hands and fingers.
- Promote postural change by providing a variety of digital technologies that invite children to use their bodies in different spaces and at a range of heights.



- Support families to promote screen-free sleeping areas and understand that exposure to disturbing or stimulating content, especially before sleep, may decrease the length and quality of children's sleep.
- Ensure that screen-based digital technology use while sitting is only for short periods and does not replace periods of active physical movement.
- Minimise screen glare and reflection and promote regular visual breaks with a variety of visual distances when using screen-based technologies.
- Help children develop self-regulation for using digital technologies and support them to transition between digital and non-digital activities.

IN RELATION TO CHILDREN'S CITIZENSHIP IN DIGITAL CONTEXTS, EDUCATORS WILL:

- Participate in professional learning opportunities to build understanding about young children's digital rights and how these relate to young children's socioeconomic, geographic, gender and culturally based experiences in digital contexts.
- Commit to working ethically with children and families when using digital documentation and AI, including obtaining consent to use images and video of children via digital documentation platforms and educational AI applications.
- Ensure active adult supervision of young children's online activities, including the use of filters and restrictions on devices and networks, checking privacy and location settings, and always co-use devices with children in the education setting.
- Help children develop an understanding of the internet as a network that people and AI use to generate, store, retrieve and share information.
- Develop policies and guidelines about the collection, use, retention and deletion of digital data held about young children and communicate these to families.
- Facilitate and maintain conversations with young children about their online experiences, both positive and negative, to ensure they are supported by trusted adults in their online engagements.
- Model internet use with children for learning purposes and provide opportunities for assessing the quality and relevance of information generated by people and AI.
- Direct families towards government and trusted not-for-profit organisations for advice on selecting digital media, content, apps, games and AI that are appropriate for use by young children.

IN RELATION TO CHILDREN'S PLAY AND PEDAGOGY IN DIGITAL CONTEXTS, EDUCATORS WILL:

- Provide opportunities for children to explore and experiment with a diverse range of digital technologies alongside adult modelling, questioning, demonstrating and discussion of digital technology use.



- Promote play involving children in digital technology use with combinations of non-digital and digital materials to build knowledge about the safe use of technologies for communicating and collaborating with other people, and generating, seeking, evaluating and sharing information.
- Recognise children's digital and media interests as a provocation for intentional learning experiences and an opportunity for connection between peers.
- Invite and listen to young children's perspectives about the role and use of digital technologies and media in their own lives, play and learning.
- Engage in deliberate decision-making regarding digital technology use with, by and for young children that recognises opportunities for O5 inclusion and promotes equity and access to digital learning

NATIONAL MODEL CODE AND GUIDELINES

QDPA implements the current recommended practices released by ACECQA regarding the [National Model Code](#) and associated Guidelines. QDPA will ensure educators, staff, students and visitors adhere to the following practices at all times children are educated and cared for within QDPA:

- Employees personal electronic devices must not be used to take images, record audio or capture videos of children being educated and cared for at the Service
- Employees personal electronic devices must not be in the possession of any person while working directly with children within the children's environment
- Only electronic devices issued by QDPA are used to record and store images and videos of children
- With the exception of emergency scenarios or excursions, Responsible Persons will be permitted to take a personal device for the purpose of emergency contact (if required). These devices are not permitted to be used in any capacity to take images, record audio or capture videos of children from QDPA.
- procedures are followed regarding safe storage and restricted access of images and videos of children

ARTIFICIAL INTELLIGENCE (AI) INTERACTIONS AND GUIDELINES

The use of Artificial Intelligence (AI) tools can support educators and staff with planning, documentation, communication, and administrative tasks. While AI can enhance efficiency and provide useful suggestions, it must be used responsibly, ethically, and in line with QDPA's technology, privacy, and child safety obligations.

Educators and staff choosing to use AI tools must understand their limitations, including the potential for inaccurate, incomplete, or biased information. AI-generated content must never be treated as an authoritative source. It is the responsibility of the staff member to critically review, verify, and validate all AI-generated



outputs to ensure accuracy, contextual relevance, and alignment with QDPA policies, regulatory frameworks, and professional standards.

When engaging with AI systems, staff must only enter original work, general information, or de-identified content. Under no circumstances should personally identifiable or sensitive information about children, families, or colleagues be input into AI platforms. This includes, but is not limited to, names, dates of birth, addresses, behavioural or developmental information, health details, and any data that could reasonably identify an individual.

Staff must also remain aware of the data storage and privacy practices of any AI tool they access. AI platforms used must comply with relevant legislation, including privacy and child protection requirements. AI must not be used to make decisions about a child, assess developmental needs, or document incidents without human professional judgement and verification.

Ultimately, AI is a supplementary tool, not a replacement for professional expertise, critical thinking, or ethical decision-making. Staff are responsible for ensuring all final work reflects accurate information, respects privacy, and upholds the safety and wellbeing of children and families.

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)
- will not share children's names or photos of children's faces on QDPA social media pages
- 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](#).

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Australian Government Department of Health and Aged Care. (2014). [Australia's Physical Activity and Sedentary Behaviour Guidelines](#)

Early Childhood Australia <https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2025/10/ECA-Statement-on-young-children-and-digital-technologies-2025.pdf> (2025).

[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 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 inclusionsFormat change to include policy statement, purpose, scope and implementation, addition of footers and page numbering and general layout changesInclusion 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



			<ul style="list-style-type: none"> • 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
5.0	December 2025	QDPA	<ul style="list-style-type: none"> • annual policy maintenance • Explicit detail around National Model Code • Specific details added around the ECA statement on young people and digital technologies • Strengthened details around the use of AI • Sources updated