P.O. Box 1050, Woden, ACT,
2606 Ph: 6281 7077 Email:
wodenecc@tpg.com.au

TECHNOLOGY POLICY

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Document # QA1-T1

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
1.2.1	**Intentional Teaching**	Educators are deliberate, purposeful and thoughtful in their decisions and actions
1.2.2	**Responsive teaching and scaffolding**	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
76	Information about educational program to be given to parents
181-184	Confidentiality and storage of records

Introduction

Woden Early Childhood Centre's (WECC) philosophy is one that encourages children to engage in the outdoor environment and as such television and electronic devices play a very limited role within the programme. However, that being said we recognise the important role digital technologies play in the education of young children.

Digital technologies have become an integral part of many children's daily lives and 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.

Woden Early Childhood Centre recognises the importance of physically active play in Early Childhood

and as such will limit the television and electronic access of children in its care. Though WECC recognises that quality CDs can be helpful in the retelling of stories about our culture and help to celebrate diversity.

Woden Early Childhood Centre (WECC) has implemented the use of iPads and digital cameras for use in documenting the children's learning.

Purpose

Educators 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.

Scope

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

Implementation

The Internet is a valuable 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 technology competently.

Management/ Nominated Supervisor/ Responsible Person will:
- identify technology training needs of Educators in professional development.
- 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 etc.).
- ensure all educators have appropriate log on 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 Centre.

Educators Will:
- comply with current legislation and Centre policies.
- keep passwords confidential.
- log out of computers and software programs after each use.
- 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 Centre documents.
- not use personal mobile devices to take photos or breach children and families' privacy.

In regards to iPad and cameras, Educators will:

Accessing the iPad
- All educators and staff will have access to the iPads; these do not belong to any one individual educator but are for their use while working at WECC.
- iPads will not leave WECC without the permission of the Nominated Supervisor or Director. iPads will be locked in the computer cupboard each evening for security
- ensure the safe return of the iPads or cameras from an excursion is the responsibility of the Room Leader.

App management
- a WECC iTunes account has been set up and is managed by the Nominated Supervisor or Director who will liaise with educators regarding the most relevant and helpful apps to install on the iPads
- installation of apps will be paid for with iTunes cards to minimise the personal expenditure of any one employee
- iTunes cards will be purchased only with the approval of the Nominated Supervisor or Director. Applications installed must be of a practical and/or educational nature.

Caring for the iPads and cameras – the responsibility of all educators
- it is the responsibility of Room Leaders to ensure that the digital cameras and iPads are in good working order and that any maintenance, repairs or replacements needed are reported to the Nominated Supervisor or Director, in a timely manner
- screens will be cleaned with a soft cloth only. No cleaning solutions are to be used
- insert recharge cords into the iPads and cameras with care, ensuring that only the appropriate cords are used
- iPads and cameras must not be left in an area where children may have unsupervised access to them
- educators are responsible for ensuring that they recharge the iPads and cameras after use so as to be fully charged for their next use
- iPads will remain in their cases for protection
- care will be taken to protect the iPads' screens and ensure that items are not placed on top of them
- iPads and cameras need to be kept out of water and humid environments – e.g., away from kettles, the laundry and bathrooms
- iPads and cameras will not be left in very hot environments (over 35 degree) or left in the sun
- iPads and cameras will not be left in very cold environments (0 degrees) e.g., outside in winter.

Children's access to the iPads
- children may access the iPads and cameras under the direct supervision of an educator for educational purposes and research after the above rules have been explained to the children
- any child who does not interact with the iPads in a respectful manner will be asked to move away from the iPads.

Storage of information
- most iPads used at WECC have a 128gb storage capacity. Our goal will be to replace older smaller capacity iPads for iPads with 128gb   iPads are generally cleaned of their data once a quarter, when photos and information are uploaded for parents, portfolios and programming. This ensures that the iPads do not become slow. Essential data may be saved to the Centre's App. 'OWNA'.
- the Cloud feature will not be used to store or save files for confidentiality reasons.

In regard to children, Educators will:
- support children's natural curiosity for technology within the Centre.
- provide children with access to appropriate technologies to help develop their computer literacy skills.
- provide programs or apps that they have viewed and assessed prior to introducing to children.
- Children in care may only watch TV programs and DVDs approved for children's viewing under the Australian Children's Television Foundation guidelines.
- build on children's learning and inspire the ongoing and enthusiastic acquisition of knowledge through technology.
- use technology to build on current projects, interests, and document children's learning.
- limit the amount of time spent on screens as per recommended screen times.
- 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.
- educate and support children to begin to develop skills to critically evaluate sources of information on the internet.
- read reviews of the programs that they are planning to screen for children, and to access any supporting literature or teaching notes that are available for the program. Only programs with a G (General) rating will be watched.
- notify families and seek their input regarding their child watching videos or accessing electronic media in the Centre.
- incorporate the viewing of a DVD into their room's programme of activities from time to time. Parents will be notified of this afterwards. Other electronic interaction e.g. computer games/internet access will be discussed with parents before use commences. Computer games and internet access will be monitored with educators ensuring suitability for children. Time will be limited to that suggested within the recommendations.

Guidelines for use of technology within our Centre:
- programs must be carefully selected and be suitable to the needs, interests and development levels of each child using or watching various types of technology or media.
- programs and apps will be chosen that support and promote children's cognitive investment.
- technology is used to assist in expanding the content of the daily programme and appropriate current events (e.g. the Olympic Games).
- technology is predominantly used where play-based and 'hands-on' experiences cannot provide some 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 DVD's will be kept to a minimum, however when used:
- all content will be socially and culturally considerate and appropriate.
- 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.
- 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 no more 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.

Evaluation

This policy will inform and guide educators in their use of all technology within the Centre and to make sure the staff are aware of their obligations in relation to selection, use and safety when utilising information technology within WECC. Educators will regularly evaluate the value technology is contributing to the room's programme and adjust accordingly.

Related policies / documents

- *Active Play*
- *Computer use*
- *Copyright*
- *Privacy online*
- *Staff code of conduct*

Sources and references

- Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines. https://www.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/$File/brochure%20PA%20Guidelines_A5_18-64yrs.PDF

- Early Years Learning Framework

- Education and Care Services National Regulations

- Fair Work Act

- National Quality Standard

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- 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.

- http://www.health.gov.au/internet/main/publishing.nsf/Content/npra-0-5yrs-tips

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- iPads in education. Exploring the use of iPads and Ebooks in schools and colleges - http://ipadeducators.ning.com/profiles/blog/show?id=5840223%3ABlogPost%3A5303&commentId=5840223%3AComment%3A7732 retrieved 22/3/12

- Woden Early Childhood Centre, The how to guide for the iPad, January 2011

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Policy Reviewed	August 2021	Ratified Date	Next Review Date
Modifications	- Additional information for Approved provider and educators added - Combined 'Computer Use Policy', 'Television and electronic access policy', 'iPads and digital camera use policy' and 'Technology policy'. - Minor punctuation and wording edits - Added review table with modifications and updates - Sources checked and updated - New format	Sept 2021	**Sept 2023**
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Modifications	• Existing Policy	Sept 2019	**Sept 2020**

Authorisation

James Robinson
President
2020-21 WECC Management Committee