Woden Community Service
PROGRAM DELIVERY – Use of Electronic Devices Policy

Policy Statement

The ideas and interests of each child are central to planning in Children's Services Programs. While active play is promoted, incorporating the use of electronic devices such as iPads/tablets, computers and electronic games is also recognised as being beneficial to the development of children's motor, social and cognitive skills. Educators incorporate the use of electronic devices in appropriate ways to maximise their benefits and manage associated risks.

Strategies and practices

Electronic Devices (Computers, iPads, tablets, laptops, mobile phones, handheld gaming devices etc.)

- Children are educated about the responsible use of electronic devices. Electronic devices may be used in the Service to contribute to children's learning and development.

- Computer programs and software may at times be used for creativity and entertainment. Flexibility is allowed for spontaneity and enjoyment.

- Children are always supervised while using electronic devices.

- Access to the Service internet is secure and password protected, however, the Service cannot guarantee other networks are not available for free access. The Service reserves the right to monitor traffic and data that is composed, sent or received through its online connections.

- The internet may be used for activities that include educational tasks and entertainment. Access to the Service internet will only be enabled on Woden Community Service (WCS) devices. Educators (e.g. Family Day Care) who use their own internet provider must have appropriate filters in place.

- Children's electronic devices are not to be used to access social media, or for messaging or texting while at the service.

- Children may only view and play G-rated, and where permitted, suitable PG-rated or otherwise age appropriate content. Educators will use opportunities for intentional teaching of appropriate computer use.

- Regular evaluations on the successes of the program and areas for improvement determine future planning.

- All devices brought from home must be labelled clearly with the child's name.

- When children bring their own devices to the program, they must hand in their device to the Supervisor or an educator who will secure the device. Children using their devices or mobile phones without permission will have them locked away until the end of the session. The Service phone is available to contact parents/guardians when needed.

- Children can use their own devices only for homework, educational games and during programmed electronic device time, only under close supervision and at a time set at the discretion of the Supervisor. When using their own devices, children will sit in direct view of a responsible educator.

- Children's personal devices are not permitted on excursions.

- The Service will not be responsible for any breakage, damage or loss to devices brought from home.

- Mobile phones can be used by educators for communication when in separate locations, to look up information if working with a group of children, or for emergency situations. Their use must not distract educators from supervision.

Electronic Games (PlayStation/Wii etc) Provided by the Service

- Only G-rated and suitable PG-rated age appropriate games are purchased by the Service. Parental/guardian permission is sought prior to playing games (e.g. enrolment form).

- The gaming environment is set up to encourage safe and inclusive play and is positive, creative, and challenging while taking into consideration children's specific needs and interests.

- An educator ensures each child has equitable access to games and playing time and monitors interactions between the children.

- Children should not bring games for the Service's gaming devices from home. Games deemed unsuitable will be locked away for the duration of the session and returned on departure.

Television/DVD

- Television/DVD viewing may be used for educational purposes as well as entertainment.

- Opportunities for rest and relaxation are provided for in programming through the use of television and movies.

- G-rated, suitable PG-rated or otherwise age appropriate movies and programs may be watched, depending on the age of the children. Parents/guardians nominate the ratings of movies their children are permitted to watch at the Service.

Photography

- Parents/guardians are asked to indicate on the enrolment form whether photos are permitted of their children.

- Only persons with prior consent will be permitted to use their personal mobile phone or device to photograph/video the children.

- Only the Supervisor or an educator designated by the Service will be granted permission to use a personal device for photography. When taking photos/video of children on a personal device, the photos/ footage must be uploaded to a WCS device and deleted from the personal device as soon as is practical. Educators must complete and have the Permission to Use Personal Device for Photography form signed by a manager.

- Separate permission from parents/guardians is sought before photos are used on the Service website or on social media.

Rights and responsibilities of parents/guardians

- To make comment and give feedback on curriculum and educational programming content.
- To ensure all devices brought from home are clearly labelled with the child's name.
- To ensure appropriate filters are in place on their children's devices.
- To discuss with their children the importance of taking responsibility for and looking after their own and the Service's devices.
- To ensure children know to hand in their electronic devices, and to collect them on departure.
- To not take photos of any children at the service.
- To seek prior permission to photograph children on a special event or in special circumstances, by completing a <u>Permission to Photograph Children in special Circumstances</u> form.

Links to other policies

- Educational Program Policy
- Relationships with Children Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2018

Regs	55	Quality improvement plans
	73	Educational program
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about educational program to be kept available
	76	Information about educational program to be given to parents
	81	Sleep and rest
	85	Incident, injury, trauma and illness policies and procedures
	86	Notification to parents of incident, injury, trauma and illness
	87	Incident, injury, trauma and illness record
	98	Telephone or other communication equipment
	119-120	Age and supervision requirements
	155	Interactions with children

QA	1.1.1	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
	1.1.2	Each child's current knowledge, ides, culture, abilities and interests are the foundation of the program.
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

	1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
	1.3.1	Each child's learning and development is assessed as part of an ongoing cycle of observation, analysing learning, documenting, planning, implementation and reflection.
	1.3.2	Critical reflection on children's learning and development, both as individual and in groups, drives program planning and implementation.
	2.1.1	Each child's comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
	4.1.1	The organisation of educators across the service supports children's learning and development.
	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
	4.2.2	Professional standards guide practice, interactions and relationships.
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.2.1	Children are supported to collaborate, learn from and help each other.
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
	7.2.1	There is an effective self-assessment and quality improvement process in place.
	7.2.3	Educators, coordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Sources, further reading and useful websites

Sources

- Education and Care Services National Regulations 2011, 2017
- Guide to National Quality Standard 2011
- National Quality Standard 2011, 2018

Further reading

- NSW Department of Education and Communities, Prepared by Stavert, B (2013) Bring Your Own Device (BYOD) is Schools 2013 Literature Review https://www.det.nsw.edu.au/policies/technology/computers/mobile-device/BYOD_2013_Literature_Review.pdf.
- McNeilage, A (2014) School's in for digital learning; Are iPads a recipe for mass distraction or an essential tool? http://www.smh.com.au/national/education/schools-in-for-digital-learning-20140221-3379t.html
- Dr. B. Abbey and P. Maclean, NQS - the complete system of policies, procedures and forms, www.childcarebydesign.

Policy Review

This policy is a living document and will be monitored and reviewed as issues are identified or within 24 months. Proposed changes will be circulated and discussed by all programs and any external stakeholders for approval.

Person Responsible for Review:
Manager, Children's Services.

Implementation Date:	3 November 2014	**Review Date:**	July 2018

Modification History

Date	Sections and/or Paragraphs	Source	Details
April 2016	Computers		Inclusion of own devices sections
September 2017	Mobile Phones – covered under the broader electronic devices heading	Mobile phones are used for a variety of purposes so a separate heading is no longer required.	Combined mobile phone section with Electronic Devices
September 2017	Photography – previously called cameras	All forms of devices are capable of photography	Section covers all devices including the use of personal devices.
September 2017	Photography; The Rights and Responsibilities of Parents/Guardians	To allow photography in special circumstances	Inclusion of permission forms for the use of a personal camera/device for photography.
January 2018	Quality Areas	National Quality Standards 2018	Bring quality areas in line with changes to the NQS.

Approved by Susan Henderson, Manager Children's Services:

Date: 26 August 2015