

# Safe and Responsible Use of Service Technology Statement

## Introduction

At our preschool, digital technology is introduced with clear pedagogical intent; it amplifies play, inquiry, and creative expression when embedded in carefully planned experiences. In line with early childhood education best practices, we select devices, applications, and online resources that demonstrate educational merit, cultural relevance, and accessibility. We teach children that digital devices are tools, just like our hammers and paint brushes; they have a specific purpose and need to interacted with carefully and thoughtfully.

Children from birth to six years rely on informed, responsive adults to interpret media content, develop safe habits, and understand their evolving rights to digital privacy. Educators, leaders, and families therefore carry an ethical duty to implement the strongest privacy settings by default, obtain meaningful consent before capturing or sharing images, and model respectful digital citizenship. We commit to reviewing privacy protocols regularly, *limiting data collection to what is strictly necessary*, and advocating for robust national standards that safeguard each child's digital footprint. This statement affirms our unwavering commitment to the ethical, safe, and responsive use of technology in early childhood education and care.

Where it comes to documenting and sharing the children's lives in visual form with their families and each other, we will only distribute pictures of children in paper form and with the proviso that families keep it in paper form and do not copy or distribute to others or convert any preschool material to a digital format.

## Our promise: A culture of digital integrity and safety

- **We place children's safety above all else.**  
Every image, video, or digital interaction must align with our child-safe obligations, including our *Safe and responsible use of digital technology policy* and the *ECA Statement on young children and digital technologies*, which show showing respect for children's dignity, identity, and choice.
- **We set the standard in professional digital conduct.**  
To protect privacy and uphold compliance, [only service-approved devices and platforms may be used to capture, store, or communicate any information related to children, families, or service records. Personal devices must not be used for any work-related task](#) — this applies to all team members, volunteers, students, and families, including during events or when taking photos of children.
- **We educate with digital purpose.**  
Technology in our service is embedded intentionally to extend learning, invite enquiry and promote critical thinking; always alongside and guided by educators. We refrain from using digital devices as a distraction, substitute, or entertainment without planning or purpose.
- **We uphold digital rights.**  
Children have the right to say 'no' to being photographed or recorded. We honour their consent and involve them in understanding safe, respectful technology use appropriate to their age and ability.
- **We protect and inform.**  
All digital content is stored securely, used ethically, and shared only with those who have clear authorisation. Families are fully informed, and we welcome their voice in how technology is used at our service.

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- **We lead by example.**

Educators, students, and volunteers model responsible digital behaviour, ensuring technology enhances human connection rather than replacing it. We refrain from using digital devices that are not intentionally integrated into the children’s program or exploratory experiences within learning spaces, ensuring that, during every interaction, we remain fully present and engaged with each child.

### A statement of accountability

This statement is to be acknowledged and signed by all team members, students, and volunteers. It forms part of our broader commitment to:

- Embedding child safety into digital practice;
- Remaining current with emerging risks and technologies;
- Building a culture where digital safety is seen as everyone’s responsibility.

Together, we commit to creating an environment where technology is a tool for empowerment—not risk—and where every child feels safe, seen, and respected in both the physical and digital worlds.

### Acknowledgement and agreement

Name	Signature	Date
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## Read More

- Andelsman Alvarez, V. (n.d.). International perspectives: How parent-daycare app Aula is transforming care in Denmark’s welfare system. Digital Child. Retrieved July 14, 2025, from <https://digitalchild.org.au/how-parent-daycare-app-aula-is-transforming-care-in-denmarks-welfare-system/>
- Early Childhood Australia. (2018). Statement on young children and digital technology. [www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf)
- Green, L., Haddon, L., Livingstone, S., O’Neill, B., Stevenson, K. J., & Holloway, D. (2024). Digital media use in early childhood: Birth to six. Bloomsbury Academic. <https://doi.org/10.5040/9781350120303>
- CELA Effective use of Technology with children – Webinar Early childhood professional development - CELA training – CELA: <https://www.cela.org.au/training/program-and-practice/effective-use-of-technology-with-children-webinar>

## Version Control

Last review date	Changes made	Next review date
1/9/2025	Document created	1/9/26