

## Background

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Educators are supported to implement the Sunkids Curriculum through emerging technologies, including the use of Artificial Intelligence (AI) within the Early Childhood Education and Care (ECEC) sector. The Sunkids Curriculum continues to be guided by the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines to ensure that the educational programs provide young children with 'opportunities to maximise their potential and develop a foundation for future success in learning' (National Quality Standard, ACECQA, 2011).

## Policy statement

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Educators are supported to use a variety of educational resources and tools, including artificial intelligence through LoveHeart AI and other external sources. Families within Sunkids Childrens Centres are provided with adequate knowledge regarding the use of AI systems and are encouraged to provide feedback at any time. The Sunkids Curriculum continues to be based solely on children's interests and developmental needs, as educators provide support in conjunction with families to scaffold children's learning based on the knowledge, ideas, culture, abilities and interests of each child. Educators utilise Artificial Intelligence sources including LoveHeart AI as an educator-aide and tool to understand children's development and extensions of learning through enhanced learning stories and reflections (LoveHeart, 2024).

## Strategies and practices

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- Sunkids Childrens Centres commit to ensuring that the use of Artificial Intelligence as part of the curriculum and operational practices adheres to the National Quality Standards, Early Years Learning Framework and Queensland Kindergarten Learning Guidelines.
- The use of Artificial Intelligence technologies supplements, not replaces, human intuition, engagement, and creativity.
- Artificial Intelligence will be used to enhance educational experiences for children, promote their individual learning, development and well-being, and to assist educators in observational recording without compromising the privacy, inclusivity, and safety of children.
- Educators will exercise professional judgement in interpreting and using the information provided by the AI systems, taking into account the context and individual needs of each child.
- Educators will regularly monitor and evaluate the effectiveness and impact of AI systems on documenting children's learning and observations, making adjustments as necessary.
- Any information collected through Artificial Intelligence technology will be stored on secure platforms including OWNA and will not be disclosed to any outside third-party without prior written approval.
- Ethical concerns regarding access to data, discrimination, and child privacy will be thoroughly addressed in accordance with the NQS and the EYLF.
- Sunkids Childrens Centres will communicate and thoroughly explain the AI application LoveHeart AI facilities regularly and clearly to parents and develop professional development and training for educators to ensure AI use is effectively monitored and applied in line with the centres aims and vision for implementation.

## Responsibilities of Sunkids Management

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- Sunkids Management will utilise specific email addresses per room, per centre utilising, the email domain "@sunkids.com.au"
- Sunkids Management are responsible for the set up and management of all LoveHeart AI systems in consultation with the Centre Manager / Nominated Supervisor and Educational Leader
- To provide educators with training and understanding of the use of LoveHeart AI and

- ethical considerations to be made.
- To contribute to Sunkids Curriculum.
- Provide parents or legal guardians with information regarding the use of AI systems for documenting children's learning and observations.

## Responsibilities of Educators

- To understand the ethical considerations and implementation of LoveHeart AI as a tool for furthering their understanding and knowledge, building language capabilities and programming cycles effectively.
- The use of LoveHeart AI will be utilised on Sunkids resources and technology only, with no personal devices to have access to the system.
- To thoroughly read all documentation, edit and understand the words and information within each document produced by the AI system.
- To contribute to Sunkids Curriculum.

## Responsibilities of parents

- To inform the Service of any changes in their child's education and care needs.
- To contribute to Sunkids Curriculum.
- To provide the Service with up-to-date information on their child and any circumstances affecting the child.
- To read, understand and sign the "OWNA Online Electronic Portfolio Permission Form".

## Links to other policies

- Cyber Safety - OWNA
- Educational Program
- Interactions with Families
- Positive Guidance
- Relationships with Children
- Social Media and Email

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

Regs	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
	118	Educational leader
	148	Educational leader

QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with the community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, strengths, ideas, 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
	1.2.2	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 that influence events and their world

# Use of Artificial Intelligence (AI)

1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection
1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation
1.3.3	Families are informed about the program and their child's progress
3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle

## Sources

- Abbey, B and Maclean, P. (2010). *EYLF: Programming and documentation made easy*. Accessed 7 March 2024.
- ACECQA – *Educator's Guide to the Early Years Learning Framework for Australia*  
[https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/educators\\_guide\\_to\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia\\_2.pdf](https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia_2.pdf)  
accessed 7 March 2024.
- Early Years Learning Framework 2009
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard 2018
- Queensland Kindergarten Learning Guidelines 2019

## Further reading and useful websites

- Australia Children's Education and Care Authority – <http://www.acecqa.gov.au/> accessed 7 March 2024
- Australia's Early Learning Revolution: Embracing AI Ethically - An important contestation on how to embrace AI Australia's Early Learning ethically -  
<https://www.loveheart.ai/blog/australias-early-learning-revolution-embracing-ai-ethically>  
accessed 7 March 2024
- Embracing AI Responsibly - <https://www.loveheart.ai/blog/why-loveheart-is-not-cheating-or-plagiarism> accessed 7 March 2024
- LoveHeart AI – <http://www.loveheart.ai> accessed 7 March 2024

## Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

# Use of Artificial Intelligence (AI)

## Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	7 March 2024	Madeleine Sefton	Policy Created Accessed Sources and Further Information	March 2025

