Supporting Your Child's Digital Learning

Digital technology is an important part of children's learning and everyday lives. Used purposefully, it can help children find information, create, communicate, collaborate and develop important digital skills.[1] But technology can also bring challenges. Digital devices can be distracting, and children may find it difficult to manage when, how and how much they use them.[2]

Learning to manage technology takes time and effort. Many apps have design features that encourage overuse. Children need boundaries, guidance and practice to develop healthy, purposeful and increasingly independent technology habits — and parents need to be proactive in helping their children to negotiate the digital world.



[1] UNESCO (2023), *Global Education Monitoring Report: Technology in Education.*[2] OECD (2025), *How's Life for Children in the Digital Age?.*

BUILD HEALTHY FOUNDATIONS

~ Kindy–Year 4

Young children need clear rules, close supervision and firm limits. Parents make most of the decisions about when, where and how screens are used. Early conversations and habits lay the foundation for good choices as children gain more freedom and become more skilled and independent with technology.

Parent leads → Child learns

GUIDE & PRACTISE TOGETHER

~ Years 5-10

As children grow, start giving them opportunities to make decisions — while you are still there to guide them. Talk and use screens together. Set boundaries. Monitor. Model good habits. Children need years of practice to learn how to manage distractions and make good choices.

Parent guides ⇔ Child practises

TOWARDS INDEPENDENCE

~ Years 11-12 - Adulthood

Self-regulation develops gradually. By their late teenage years, young people can take more responsibility, but they may still need support when distractions, stress or study pressures become difficult to manage. Parents can act as accountability partners and offer ongoing encouragement.

Young person leads → Parent supports

Families cannot do this alone. Our toolkit provides snapshots of how NSW students are currently using screens and tips on what parents can do to help. We hope these resources will spark conversations within families, among parents, and with schools and the wider community. By building a shared understanding and more consistent expectations, we can better support children and young people to develop healthy and responsible screen habits.

NSW GOVERNMENT

Best Practice in Screen Use for Education

PROUDLY FUNDED BY THE NSW GOVERNMENT

In this research project, we surveyed 1057 NSW students, 1686 parents, 166 school leaders, as well as 914 present and 805 future teachers, in both government and non-government schools. We also held 133 focus groups with 426 participants across these stakeholder groups and observed 68 classrooms in NSW government schools. All data were collected in 2025. For our full report, and toolkit resources for parents, teachers, students and school leaders, visit **http://screensineducation.org**