

# DECD Social Media Guidelines

This guideline is applicable to: all DECD employees.

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#### REVISION RECORD

Date	Version	Revision description
13/12/12	V1.10	Content migrated to DECD guideline template

## 1. TITLE

DECD Social Media Guidelines

## 2. PURPOSE

These guidelines provide practical advice about how to use and manage social media in an education and development setting. The guide is suitable for both schools, preschools and Department for Education and Child Development staff in Central Office or regional offices.

It details the recommended actions for departmental staff in using social media and stresses the need to maintain professional boundaries in staff-student relationships. Information contained in this document is applicable to all social media activity between staff/ volunteers of the department, as well as children and young people at government schools, both during and outside of business hours.

There will be ongoing development to these guidelines and the social media policy as they are living documents.

## 3. WHAT IS SOCIAL MEDIA?

Social media (also referred to as social networking) refers to a range of online services and tools used for publishing, sharing and promoting interaction and dialogues.

Social media can improve both communication with parents/carers and learning and development for children and young people. Keep in mind that social media is about interaction and people expect to see regular updates and posts. Unlike traditional websites which are there to communicate information and complete tasks, social media is more like having a conversation.

This means that posts need to be regular and responsive to comments made by readers. Responding to questions and comments quickly will make your members feel welcome and help your community grow.

## 4. PLANNING

Social media can be a very effective tool for communication and relationship building with your community or stakeholders. However, some thinking and planning needs to be done first so that you make the most of this emerging and dynamic technology, and also avoid any potential risks.

Thinking about your resources, your time, your audience, what you want to say, and where you are planning to say it will help you put effective processes in place to make the best of social media.

### 4.1 Documentation

A social media process should document who will be responsible for the site's social media accounts (the account administrator) and their role.

Local processes, user agreements and protocols should be reviewed on an annual basis – or as conditions of use and/or licensing arrangements change. Social media platforms are dynamic and terms of use and licensing may change without notice.

## 4.2 Staffing and resources for commenting and moderation

You will need time to moderate and reply to feedback and comments and the more activity that occurs on the site, the more time this will take.

There are various technical skills and knowledge needed by your social media administrator. Social media administrators should:

- be familiar with the social networks and how they function
- have an understanding of the code of conduct and ethical/professional behaviours of the organisation
- have the authority to respond to feedback and inquiries
- know when to seek advice from others (eg, about content of response, how to respond or legal/ethical advice)
- Know when to escalate the matter to the principal/director for response
- be confident in uploading or linking to files
- know how to link to other online content (eg, web pages, videos, images).

## 4.3 Purpose and audience – some useful questions

The answers to the following questions will help you decide whether social networking is the right approach for your school or unit.

- What do you want to achieve by sharing your content online, and particularly through social media? (The answer to this question should match your business objectives and strategic plan.)
- How will you and others benefit? Some possible answers might be to solve a problem, cut red tape, save time, save money, or to avoid frustration.
- Who is your audience? How can you help them?
- Do you have more than one audience? Do your audiences require different information/resources? If you have more than one audience, do you need to provide information in different ways or different places?
- What action do you want people to take when they read/watch/ hear your content? What will you do to make this happen? Where is the best place to share content to make this happen?
- How will you measure your success?
- Will you post or share content from other services and agencies? If so, do you have guidelines that indicate what is in scope and what is out of scope?
- How will your content be found? How will people know to find it there?
- How will you link from one resource to another? Who can access it? Are there any privacy or confidentiality issues?
- Will people have to go out of their way to find your content – or will you take the content to them?
- What networks and sites do your audience currently use? How will you link to/from related content?

#### 4.4 Networks and tools

Once you have defined your purpose and audience, and have a clear idea about the type of content you will be posting, you should have an idea about what social networks will suit your purpose.

An open community on the web is visible to everyone worldwide. You can have a closed community if you need to restrict information and comments to a specific group of people. If you need an extra level of security, it may be appropriate to host the network on your own servers.

If you use more than one social network, consider how you will decide where to put content and how you will create links between sites/websites. Consider providing links to additional information from each space so your users can get to the information they want – and so you can direct them to additional content or resources.

Social networks and tools you might use include:

- **Networking** - Allows you to create a personal profile, share information and chat with others eg, Facebook, Google+, Edmodo, LinkedIn, Yammer.
- **Custom networks** - Allows people and organisations to create custom social networks for specific groups or interests. These enable groups to create an 'invitation only' or closed community network including forums, blogs, photos, and videos eg, Ning, Diaspora.
- **Video, audio and photo sharing** - Allows you to upload and share videos, audio and photos that can be viewed worldwide eg, Flickr, YouTube, iTunes U, Vimeo, SoundCloud.
- **Blog** - Allows you to publish text, photos, video, etc. about your life, your interests, business, news or other interests eg, WordPress, Blogger
- **Micro-blogs and micro-forums** - Allows you to post short posts to inform others about something eg, Twitter, Yammer, Tumblr, Plurk.
- **Geolocation** - Allow you to record and view the locations of you and other people eg, FourSquare.
- **Wikis** - Allows you to create, edit and share information about a particular subject or topic eg Wikipedia, Wikispaces, Educational Wikis, Wikis in education.
- **News aggregators and social bookmarks** - Allows you to view lists of the latest news stories/images published by users from a range of different websites eg, Digg, StumbleUpon, Delicious, Pinterest.
- **Forums, message boards and discussions** - Allows you to hold conversations in the form of posted messages eg, Whirlpool, Forumotion, Power Boards, Google Moderator.

#### 4.5 Setting up your account

When you have decided which network to use and are ready to set up your account you will need:

- to identify your site, service or organisation
- to identify the account as being managed by a South Australian government site or service.

#### 4.6 Branding and identification

Always ensure the following guidelines are met:

- **Schools and non-corporate sites** - Profile pictures for user accounts – include the logo and/or images representative of your school/preschool/site.

- **Corporate DECD sites** - Profile pictures for user accounts – use images representative of your program/unit. Use good quality images.
- **Both non-corporate and corporate sites** – within the profile or biography section identify each social media account as part of the Department for Education and Child Development.

#### 4.7 Community guidelines and policies

It's a good idea to have guidelines that document your online community's rights and responsibilities, including:

- the rules of participation in the community/group
- whether members need to be approved before they can see content or respond – if so, how long will it take for their membership to be reviewed/approved?
- whether the membership of the group is limited? If so, to whom?
- what you would like people to share or do in the group
- what is and is not acceptable to post/share? (some examples are no commercial advertising, no nudity, no swearing)
- consideration of whether comments will be reviewed and moderated before they appear on the page/site – if so, how long will it take for their content to be reviewed/approved?
- letting people know if your group requires content to be shared under a particular licence eg, CC-BY-NC. What rights, if any, will others have to use and reuse the content uploaded and posted to the group?

You need to decide the rules of your own community.

## 5. CONTENT

### 5.1 Content schedule

Planning what you want to say, when and how you want to say it will help your social media use to be successful.

Plan a content schedule before you get started. Social media is about interaction and people expect to see regular updates and posts.

Start by creating a 'content calendar' by listing known activities, events and dates involving your site and community. You can also make a note of some things that you'd like to share that are not associated with a particular date to give you some 'rainy day' posts for those times when you are short of content.

You may like to schedule regular updates, such as a blog post every Tuesday or the first Tuesday of every month. Your community and followers will come to expect these regular releases and will start looking for them.

If you will only be posting new updates once a week or once a month, share this in your profile information so that your followers know what to expect.

Setting up a content schedule will help you to identify:

- what resources and content you already have that can be used 'as is', or repurposed in some way to share via social media

- activities, events or information about what you do that can be shared or provide content for your social networks. Consider whether you already share information or create resources for the activities or events. Perhaps you could video them or take photos
- how much time you will need to allocate to managing and co-ordinating your social media and websites
- the content lifecycle – consider whether a resource or content will only be relevant or available for a period of time. Decide how often you will review and/or update content, and when or how you will remove or archive it.

**Suggested reading:** Russell Sparkman's guide to planning your content schedule – it's as easy as 1-7-30-4-2-1 (daily, weekly, monthly, quarterly, bi-annually, yearly):

<http://www.fusionspark.com/blog/2009/10/13/content-marketing-secrets-part-iii-easy-as-1-7-30-4-2-1/>

## 5.2 What you can post

If you are confident that you have taken into account your ethical, legal and duty of care obligations you can post any number of things online.

When you are posting snippets of information, it's a good idea to provide links to more information and related content.

Sites use a number of different ways to communicate with parents and the community such as newsletters and meetings. The site's social network does not replace other communication channels traditionally used by your site, you should view it as an additional channel where people can interact with you and the content you post.

Some ideas for what you might post include:

- **events** – share event information, post links to event information, share event posters, video promotions, photos/videos of event highlights or speakers/presentations
- **reports** – post key points from the report as short posts, use an image to visually depict key findings of a report, create a video where you share key points in an interview style format
- **school or students projects** – provide updates on progress, take videos to show progress or provide updates, share photos, share what you've learned, ask questions, start discussions, tell people how the project is related to news/events, connect with other classes, tell people about your achievements, awards and recognition, share tips on how others could do a similar project,
- ask people what they think, tell stories related to the project, showcase the final project
- **information for parents** – send reminders to parents about events and activities; remind them about due dates, share things that would normally appear in the school newsletter as individual posts, link to a resource, provide a short blog or post, ask for feedback, call for volunteers, share information from other sources that may be of interest to parents. You can also use your social media posts or feedback to add news items and general interest stories to your school newsletters.
- **ideas** – share them with peers.

Posts will also help you to:

- ask for feedback, ideas or advice
- find out how others do things

- build professional networks – teachers often refer to these as ‘professional/personal learning networks’ (PLNs)
- use social media in the classroom as a teaching tool.

### 5.3 Contact details

Provide a contact email address. It’s a good idea to use an email address for a role rather than a person (eg, admin@school.sa.edu.au). This ensures that people will be able to contact you should staff change.

### 5.4 Copyright ownership of your content

Read the social network’s ‘use agreement’ or licence to ensure that the department retains copyright and ownership of posted content before confirming that you agree to the ‘terms and conditions’.

The department must have copyright and ownership of content.

### 5.5 Resources for teachers on using social media for teaching and learning activities

- Social media website (DECD) - [www.decd.sa.gov.au/socialmedia](http://www.decd.sa.gov.au/socialmedia)
- Facebook for educators (official guide) - <http://facebookforeducators.org/educators-guide>
- Eight videos to help teachers get started using Twitter - <http://davidwees.com/content/eight-videos-help-teachers-get-started-using-twitter>
- The teacher’s guide to using YouTube in the classroom - <http://edudemic.com/2011/09/youtube-in-classroom/>
- This social media cheat sheet contains summary information about popular social networks - <http://www.flowtown.com/blog/the-small-business-social-media-cheat-sheet?display=wide>
- 100 inspiring ways to use social media in the classroom - <http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-social-media-in-the-classroom/>
- Dr Kristin Alford from Adelaide, Australia discusses how Twitter is used for teaching and learning about science - <http://www.youtube.com/watch?v=olkJ7Kn0Wfg>
- YouTube in the classroom – getting started - <http://youtubeintheclassroom.weebly.com/getting-started.html>
- The ultimate twitter guidebook for teachers - <http://edudemic.com/2010/06/the-ultimate-twitter-guidebook/>
- The Twitter experiment: Twitter in the classroom (video) - <http://www.youtube.com/watch?v=6WPVWDkF7U8>
- Dean Mantz: an educator using social media to communicate with his peers - <http://www.plurk.com/dmantz7>
- Stephen and Juliette Heppell offer some excellent advice to teachers using Facebook for teaching, learning and interaction with their students - [http://www.heppell.net/facebook\\_in\\_school/](http://www.heppell.net/facebook_in_school/)

### 5.6 Moderating, responding and commenting on content

Social media is available 24/7 and people will take advantage of this to post comments and ask questions at any time day or night.

### **5.6.1 Why comment on posts by others?**

Unlike traditional websites, social media is about interaction and having a conversation. If you are not able to dedicate time and resources to respond, it might be better to share information via your existing website.

Responding to questions and comments quickly will make your audience feel welcome and help your community grow. By welcoming new members and commenting on their posts you will help build their confidence to contribute to the community – and it is likely they will encourage others to join.

Removing inappropriate or abusive content quickly will help your audience feel safe and build trust.

### **5.6.2 What is moderation?**

Moderation is the act of reviewing and approving content from others.

The administrator should check the site at intervals during the course of the day. This may include the occasional monitoring of social media channels outside of working hours where necessary. In the majority of cases the comments and questions can wait until the next working day but there should be a process in place so that timely action can be taken when offensive or abusive comments are posted, or when the comments reflect immediate danger or self-harm.

If staff notice inappropriate or unlawful online content relating to the department or content published in breach of this policy, this should be reported to the Online Communication Services Unit via email (DECD.socialmedia@sa.gov.au) or by phone 8226 2068 during office hours. If an issue occurs after normal business hours and you believe the situation requires urgent attention please contact the South Australia Police on 131 444 and follow their advice.

### **5.6.3 What content should be removed?**

The aim of social media is to promote conversation. Moderation is not about removing comments and content that you don't like or disagree with – it's about ensuring content is relevant, on-topic and respectful.

As a guide, content should be removed that is:

- abusive, offensive in nature or contains offensive language
- bullying, harassing, defaming or giving offence to other people
- contains personal and/or cultural attacks or insults
- promotes hate of any kind
- potentially libellous or defamatory
- off-topic or spam
- plagiarised material
- commercial content
- unauthorised copyright material
- detrimental in any way

### **5.6.4 What is inappropriate content?**

Inappropriate content includes any content that could be seen as:

- pornographic, obscene or offensive
- harassment (racial, religious, sexual orientation physical characteristics, gender, ability, disability, economic status)
- impersonating by using another person's online profile to access social networking
- intimidation or threatening behaviour.

Write down the web address and the name/user name of the person posting the defamatory material. You may also wish to take a screenshot or picture and/or print the defamatory material, whether you are able to delete it or not (sometimes you may not have the rights to delete material).

Contact the social media network or community in question eg, Facebook or check their 'Help' section for the process for reporting content of this nature.

If inappropriate content is posted, the police may need to be involved. Please ensure you are aware of the contact numbers for your local police service area.

The misuse of school or agency- sanctioned social media may require disciplinary action.

If you are unsure what to do contact DECD Online Communication Services on 8226 2068 or via email [decd.socialmedia@sa.gov.au](mailto:decd.socialmedia@sa.gov.au) for advice.

If you are unsure what to do about inappropriate contact DECD Online Communication Services on 8226 2068 or via email [decd.socialmedia@sa.gov.au](mailto:decd.socialmedia@sa.gov.au) for advice.

## 6. THINGS TO KEEP IN MIND WHEN USING SOCIAL MEDIA

### **Nothing is private on social media.**

Once you post, it is potentially there forever, even if your privacy settings are such that access is limited. Remember, the privacy policy of a social media site may change without your knowledge.

Staff in education and care settings are expected to model responsible and respectful conduct to the children and young people with whom they work. Staff need to consider the electronic social environments they utilise as part of this community and employer expectation.

The internet does not provide the privacy or control assumed by many users. Staff must appreciate that no matter what protections they place around access to their personal sites their digital postings are still at risk of reaching an unintended audience and being used in ways that could complicate or threaten their employment.

Staff should be aware of the following expectations in considering their use of social networking sites:

- They have considered the information and images of them available on their sites and are confident that these represent them in a light acceptable to their role in working with children and young people.
- They do not have children or young people in their education community as 'friends' on their personal/private sites.
- Comments on their site about their workplace, work colleagues or children or young people, if published, would not cause hurt or embarrassment to others, risk claims of libel, or harm the reputation of the workplace, their colleagues or children and young people.

### **Treat vulnerable children and people carefully**

Vulnerable children and people need special consideration and can be defined as those whose circumstances and/or personal characteristics place them at increased risk of harm when using social media. This may include children under Court Orders where contact between a child and another person, including a family member may be unlawful eg, children under the Guardianship of the Minister, children subject to a Witness Protection Order; children subject to a Family Court Order.

### **Speak positively to and about your students and their parents/carers in online environments**

Be respectful and professional in your duty of care and when communicating and referring to students, parents/carers and their families.

### **Remember that students are responsible for their own actions outside of school hours**

Students can be suspended or excluded by the school for behaviour that threatens the safety or wellbeing of a student, member of staff or another person associated with the school, even if this behaviour occurred outside of school hours or off-site.

### **Review linked information**

The content linked to via social media accounts will often reside on your own site's website, so ensure it is kept up to date.

### **Be aware of links to external websites**

Links to external websites must not contravene the Department's Social Media policy. Sites can be compromised when externally linked websites have changed to something undesirable.

### **Not everyone uses social media**

It is important to consider how those who do not use social media can access important information using a mechanism other than your social media platform, such as your website or newsletter.

### **Ask for advice when you need it**

Whether it's advice about a legal concern, ethical concern or just how to manage a difficult person, there are groups within the department who can provide advice (see 'Get Help' section of these guidelines)

### **Educators and other staff can be held accountable for their actions outside of business hours.**

### **Suggested reading**

'Protective practices for staff in their interactions with children and young people'  
(<http://www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf>) clearly defines the boundaries for staff in their interactions with children and students in using social networking sites.

The South Australian Public Sector Code of Ethics  
(<http://intra.sa.gov.au/Policies/cpe/docs/Code/Code%20of%20Ethics.pdf>) includes a requirement for public sector employees, at all times, to conduct themselves in a manner that will not bring "them, the agency in which they work, or the public sector or Government into disrepute".

## 6.1 Making connections – following, friending, subscribing to feeds

It may not be appropriate to make connections with everyone who follows your posts eg, 'liking', subscribing or 'following'. Keep in mind these guidelines:

- Develop guidelines to help you make decisions about who you might 'follow/friend/like' or subscribe to.
- Do not 'friend' students (or their parents) on Facebook, not even with a 'teacher' presence. You can 'like' a page or participate in a group together but don't click 'Add as friend'.
- Do not 'friend', 'follow' or subscribe to posts from under- aged students/children.
- Be aware that some people create accounts to spam you – block or report these accounts.
- Decide whether you will 'follow/ friend/like' or subscribe to all of your users. Think about whether there are any risks, such as whether they might be students, minors or parents, whether they might have inappropriate content on their profile or site, or whether there might be a conflict with the department's policy and/or reputation.

## 7. DUTY OF CARE, ETHICAL AND LEGAL OBLIGATIONS

Before sharing content you will need to consider:

- **duty of care** – if you are working with children, young people or vulnerable people you have a duty of care for their wellbeing and need to be aware of your legal and ethical obligations before posting any personal details, their name, photos, video and work
- **privacy, confidentiality and sensitive content** – if there are likely to be any privacy or confidentiality issues or if content is of a sensitive nature you need to give thought to whether it should be posted at all. If you are unable to make this decision you should seek advice and help from your leader, manager or from units like Legislation and Legal Services or Online Communications Services ('Get help' section for contact details).
- **whether you own the content** – you will need copyright permissions or a license that allows you to share the content or resource.

The principal, preschool director, manager or their nominated delegate/s must ensure appropriate standards are maintained with particular focus on removing any information that may identify a student or child.

You must ensure appropriate standards are maintained and no public information should identify a student or child.

### 7.1 Consent forms

If you are using images of children, adult students or adults who are not employed by your site, you will need to obtain consent before using any images and videos. These forms are available in a multiple languages – contact Online Communication Services if you need help locating a particular language.

#### Children

Permission to use likeness, image, voice, performance and/ or creative work of students and children: <http://www.decd.sa.gov.au/docs/documents/1/ConsentFormChild.pdf>

#### Adults

Permission to use likeness, image, voice, performance and/or creative work of adult students and adults who are not employed by the site or agency:

<http://www.decd.sa.gov.au/docs/documents/1/ConsentFormAdult.pdf>

## 7.2 Posting student/child images and student work

To protect the interests of students and other children, personal or private information must not be included on any publicly available webpage.

When you have permission and have met child protection obligations you can post photos and videos and share news.

Where any doubt exists regarding the sensitivity of the information, provisions must be made to limit access to a specific, relevant group of users (eg, use a closed community instead of a public one or host your own community).

When posting images of students or using their work the following guidelines apply:

- A consent form must be signed by the parent or guardian prior to taking images of any child/ student who is under the age of 18 years (see Consent form section).
- Sites must ensure each child shown in the image has a signed consent form. Where a photograph is taken of a group of students (eg, six students have a signed consent form on record but one has not) the image cannot be used unless consent is obtained for all students.
- Images of students/children on a website must not include any names identifying any of the students/children in the image and care must be taken not to reveal personal information about the subjects.
- Only text identifying the school can be used and/or a description of the activity (eg, students from Somewhere High School performing at the Come Out festival).
- Only photographs with students in standard school uniform or day clothing are used. Photos of single students and of children and students in swimming attire should be avoided.
- Parents should be aware of the privacy and security concerns of identifying their children online, within the 'acceptable use' conditions. If they still choose to identify their children, then it is their right. In the case where parents disagree do not identify the student/child.
- Some social media and websites allow people to tag images with names and may also use facial recognition to identify the subject of a photo. In some spaces these options can be restricted or switched off. You may need to consider this when choosing what social media to use and it may affect what you post.

If you have the appropriate permissions/authority and have met child protection obligations you can post photos and videos, as well as share news, sports carnivals, parent-teacher evenings and make announcements.

## 7.3 Online safety (cybersafety)

### 7.3.1 Information and advice for educators, parents and students

CyberSmart (<http://www.cybersmart.gov.au/>) is an Australian Government website that has quality resources for teachers, parents, children and young people about online safety, including social media. It is a good resource to share with parents who have questions and concerns about social media. Tools are available to help parents have informed conversations with their children about online safety.

### 7.3.2 Install the Cybersafety help button

All preschools and schools are encouraged to download and install the Australian Government's Cybersafety Help Button to their ICT networks and alert their parent community of the resource to enable direct access to cyber safety information and reporting procedures.

The button can be downloaded for use on computers, mobile technologies and via school network. [http://www.dbcde.gov.au/online\\_safety\\_and\\_security/cybersafetyhelpbutton\\_download](http://www.dbcde.gov.au/online_safety_and_security/cybersafetyhelpbutton_download)

### 7.3.3 Inappropriate social media practices between students out of school

Children and young people are held accountable for their actions outside of school hours where it has an impact on the wellbeing of others and the school environment.

Existing school behaviour management policies apply for bullying and harassment, even if the incident occurs outside of normal school hours.

Educators should inform children and young people about their responsibilities both at school and at home.

Educators and other staff can also be held accountable for their conduct outside of business hours.

For more information about cyber safety, visit Making Our Sites Safer: E-Crime guidelines for site leaders: [http://www.decd.sa.gov.au/speced2/files/links/MossECrime\\_updated\\_2012.pdf](http://www.decd.sa.gov.au/speced2/files/links/MossECrime_updated_2012.pdf)

### 7.3.4 Training

The following programs may assist educators and others with training about internet safety:

- **CyberNetrix:** Internet safety education for secondary school students. Funded by the Australian Government through the Department of Communications, Information Technology and the Arts - <http://www.cybersmart.gov.au/Teens/Games%20and%20videos/cybernetrix.aspx>
- **ThinkUKnow** is an Internet safety program delivering interactive training to parents, carers and teachers through primary and secondary schools across Australia using a network of accredited trainers. Created by the UK Child Exploitation and Online Protection (CEOP) Centre, ThinkUKnow Australia has been developed by the Australian Federal Police (AFP) and Microsoft Australia, and is supported by ninemsn. - <http://www.thinkuknow.org.au/site/>

## 7.4 Online defamation

If the defamer is a student or staff member, contact the department's Legislation and Legal Services on 8226 1555.

If the defamation is being perpetrated by a member of the community (this includes parents/carers) avoid responding until you have received legal advice.

Write down the web address and the name/user name of the person posting the defamatory material. You may also wish to take a screenshot or picture and/or print the defamatory material, whether you are able to delete it or not (sometimes you may not have the rights to delete material).

Contact the social media network or community in question eg, Facebook or check their 'Help' section for the process for reporting content of this nature.

Contact your legal advisor for legal advice if the content is not removed and you wish to pursue this at your own costs. Even if defamatory comments directly relate to your work, the government does not generally cover the legal costs of pursuing defamation.

## 7.5 Copyright, intellectual property and licensing

The department owns the intellectual property of original material published on its own websites. This includes changes made to information originating elsewhere.

Intellectual property is protected by law. Information originating from elsewhere can be published if the author or copyright owner gives written permission to use the information. This permission must include a statement that the supplied material does not infringe a third party's copyright.

Some useful websites that provide information and advice about copyright are:

- Smartcopying – information and advice for teachers and educators.  
[www.smartcopying.edu.au/](http://www.smartcopying.edu.au/)
- Australian Copyright Council - information for students and the public.  
<http://www.copyright.org.au/>
- Creative Commons Australia – information about creative commons licensing.  
<http://creativecommons.org.au/>
- AusGOAL (previously GILF) – information about the government open access licensing framework. <http://www.ausgoal.gov.au/>

If you have any copyright, IP or licensing concerns please contact the department's Legislation and Legal Services on 8226 1555.

### 7.5.1 Consent forms

Permission to use likeness, image, voice, performance and/or creative work of students and children: Permission form: <http://www.decd.sa.gov.au/docs/documents/1/ConsentFormChild.pdf>

Permission to use likeness, image, voice, performance and/or creative work of adult students and adults who are not employed by the site or agency: Permission form: <http://www.decd.sa.gov.au/docs/documents/1/ConsentFormAdult.pdf>

## 7.6 Records management

All South Australian government agencies and DECD sites and services are required to retain hard copies of:

- parental feedback
- anything that may have policy implications
- anything that may have legal implications – eg, if you remove inappropriate content a record may be required for future reference.

You will need to print copies of such information on social media sites and file it in a hard copy file, but it is not necessary to save all general chat – common sense should prevail.

Staff may want to take a soft/electronic copy of content as a back-up of general information. Many social media sites now offer the ability to back up data, making it very easy for site administrators to ensure they have a copy of everything posted over a period of time.

## 8. SHARING INFORMATION

If you do not provide a steady stream of content or have an established following on a social media site, you may wish to promote your events or share your information on an existing channel or account that already has an established audience that includes the people you want to reach. Some examples are listed below:

- **DECD iTunes U channel:** Contains teaching and learning resources and professional development (including samples of student activities/work, teacher reflections, student reflections). Content formats available on this site are: video; text transcripts; ebooks, documents. All content made available on the channel must be provided a CC-BY-NC license and is accessible to everyone worldwide. DECD preschools, schools sites, services and groups can add content to the channel by contacting the New Media unit in Teaching and Learning, [newmedia@sa.gov.au](mailto:newmedia@sa.gov.au)
- **Scootle:** Content is accessible to educators under a CC-BY-SA licence. Scootle contains teaching, learning and curriculum resources. Educators can select resources for lesson planning and use in the classroom and can share their selected resources via students through a link. Contact New Media, Teaching and Learning, [newmedia@sa.gov.au](mailto:newmedia@sa.gov.au)
- **Learning in the 21st Century: (LG21C) Ning** - Audience: All DECD staff, preschools, schools, other sites and services, Central Office. Groups have been set up to share resources, information and participate in forums. You can also create your own blog to share information within this community. URL: Register with your sa.edu.au or sa.gov.au email address.
- **LearnLink:** Information, resources and discussion groups for teachers and students customised for the individual. Audience: A closed community for DECD educators and students. Contact Peter Simmonds via [peter.simmonds@sa.gov.au](mailto:peter.simmonds@sa.gov.au)
- **DECD YouTube Channel:** You can share video content intended for the public. The target audience is the South Australian public and other interested parties from within Australia and overseas. Videos are viewable by anyone. The channel is managed by Online Communication Services: [decd.socialmedia@sa.gov.au](mailto:decd.socialmedia@sa.gov.au)
- **Teaching and Learning in South Australia Facebook page:** You will find links, videos, events, photos, discussion, requests for information/feedback and information/feedback relating to teaching and learning. This space also offers the chance for people to share ideas with their peers and connect with other educators, parents and students with an interest in teaching and learning in South Australia. The target audience is educators, students, parents within South Australia and is available to everyone. Note: Most posts will include links to online spaces such as school, department and other websites where people can access resources and more information. This page is managed by: New Media Unit, Teaching and Learning, DECD - [newmedia@sa.gov.au](mailto:newmedia@sa.gov.au)
- **Teaching and Learning in South Australia YouTube channel:** You can find or share professional development activities, teaching and learning resources, courses, samples of student activities/ work, teacher reflections, student reflections) created by DECD sites, services and corporate groups. The target audience is educators and education-related professionals. Videos are viewable by anyone. The channel is managed by New Media Unit, Teaching and Learning [newmedia@sa.gov.au](mailto:newmedia@sa.gov.au)
- **Trade Schools for the Future Facebook page:** You can find or share links, videos, events, photos, discussion, requests for information/feedback and information/feedback and a community space where young people who have a common interest in apprenticeships and traineeships can connect with their peers and access information and resources. The target audience is young people with an interest in apprenticeships and traineeships and is available to anyone. Managed by Trade Schools for the Future, Teaching and Learning: [decd.tradeschoolsforthefuture@sa.gov.au](mailto:decd.tradeschoolsforthefuture@sa.gov.au)

- **Office of Youth Facebook page:** You can find or share links, videos, events, photos, discussion, requests for information/feedback and information/feedback relating to teaching and learning. This page aims to support South Australia's young people from 12-25 years old to achieve positive life outcomes. This page is managed by the Office of Youth. Phone 8204 8461.
- **sa.gov.au Twitter feed:** You can find or share government information, events and services of interest to the South Australian Public. The target audience is the South Australian public and is available to anyone. The feed is managed by the sa.gov.au core team, eGovernment. DECD requests to use these feed should be directed to the Franchise Manager, Education, Skills and Learning [decd.sagovau@sa.gov.au](mailto:decd.sagovau@sa.gov.au)

## 9. POLICIES AND GUIDELINES

### 9.1 Professional and ethical standards and conduct

DECD guidelines - Protective practices for staff in their interactions with students (guidelines for schools, preschools and out of school hours care).

<http://www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf>

SA Government - Code of ethics for the South Australian public sector.

<http://www.decd.sa.gov.au/hrstaff/pages/default/CodeOfEthics/>

DECD Information management policy - privacy and confidentiality.

<http://www.decd.sa.gov.au/docs/documents/1/DecsInformationManagement.pdf>

SA Government - Occupational Health, Safety and Welfare Act 1986.

<http://www.legislation.sa.gov.au/lz/c/a/occupational%20health%20safety%20and%20welfare%20act%201986.aspx>

### 9.2 Advertising and promotions

SA Government - Endorsements - DPC Circular 023: Private Sector Endorsements on Government Public Communications.

<http://www.premcab.sa.gov.au/pdf/circulars/Endorsements.pdf>

### 9.3 Digital media, technology and internet

SA Government - Social media: Guidance for agencies and staff.

<http://oper.sa.gov.au/socialmedia-guidelines.php>

DECD policy - Electronic mail access and use.

<http://www.decd.sa.gov.au/docs/documents/1/DecsPolicyEmailAccessandU.pdf>

DECD policy - ICT Security.

<http://www.decd.sa.gov.au/docs/documents/1/DecsPolicyIctSecurity.pdf>

DECD policy - Internet access and use.

<http://www.decd.sa.gov.au/docs/documents/1/DecsPolicyInternetAccessa.pdf>

DECD standard - Acceptable use policies for schools, preschools and children's services sites.

<http://www.decd.sa.gov.au/docs/documents/1/DecsStandardAcceptableUse.pdf>

DECD policy - Cybersafety: Keeping children safe in a connected world.  
<http://www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf>

#### **9.4 Online safety**

DECD guidelines - Practical guide for the use of email and the internet.  
<http://www.decd.sa.gov.au/docs/documents/1/PracticalGuidefortheUseof.pdf>

cyber(smart): Australian communications and media authority.  
<http://www.cybersmart.gov.au/>

#### **9.5 Content ownership and records management**

DECD Information management policy - custodianship and ownership.  
<http://www.decd.sa.gov.au/docs/documents/1/DecsInformationManageme-1.pdf>

### **10. GET HELP**

In general, the first point of contact is your site leader, line manager or director.

#### **10.1 Suspected crime and criminal activity**

If a suspected crime has occurred the South Australian Police must be contacted by the school/caregiver and/or parents/guardians. Please ensure you are aware of the contact numbers for your local service area.

Some general information and advice regarding e-crime can be found at:  
DECD Website - E Crime:  
[http://www.decd.sa.gov.au/speced2/files/links/MossECrime\\_updated\\_2012.pdf](http://www.decd.sa.gov.au/speced2/files/links/MossECrime_updated_2012.pdf)

#### **10.2 Legal, ethical and copyright concerns**

For advice about legal, ethical or copyright concerns contact Legislation and Legal Services 8226 1659.

#### **10.3 Communications**

##### **10.3.1 Social media and website advice and assistance**

For advice on how to use social media or what tools might be best suited to help you achieve your objectives contact Online Communication Services 8226 2068 or via email [decd.socialmedia@sa.gov.au](mailto:decd.socialmedia@sa.gov.au)

##### **10.3.2 Strategic communications**

If you require communications help and strategies, contact DECD Strategic Communications 8226 1083 or via email [decd.customers@sa.gov.au](mailto:decd.customers@sa.gov.au)

Strategic Communications may be able to help you manage a difficult situation or topic. They can also provide you with templates to help you to develop a communication plan/strategy.

#### **10.4 Access, unblocking sites**

In general, the first point of contact is your site leader, line manager or director.

#### **10.4.1 Educational settings, preschools and school sites**

Speak with your IT personnel who will be able to lift any locally based filters. If this doesn't fix the issue, contact the department's Customer Support Centre, general number 8204 1866, country callers 1300 363 227.

#### **10.4.2 Central Office**

Contact the department's Customer Support Centre, general number 8204 1866, country callers 1300 363 227.