PURPOSE
To provide a range of Information and Communication Technology (ICT) facilities and opportunities that promote high quality and contemporary teaching and learning.

POLICY
Information and Communication Technologies are an integral part of curriculum implementation at Sacred Heart.

The effective, safe and responsible use of a range of technologies to achieve quality educational outcomes is supported.

The school has implemented iPads to provide a 1:1 BYODD program for students in Years 5 to 10. Assistance is provided to families who are unable to lease or purchase their own device due to financial considerations. A Primary and Secondary Computer Lab is available through a booking system to provide equitable access. Each class from Early Stage 1 to Stage 2 has access to a class set of 10 iPads.

Apps for use in the classroom are purchased by the School and provided to students via MobileIron. Students are required to have an Apple ID. If under 13, students are to be added via family sharing and access to credit card details unavailable.

DEFINITIONS
Technology Integration
Technology integration is the use of technology resources - computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the Internet, etc. in daily classroom practices, and in the management of a school. Successful technology integration is achieved when the use of technology is:

- Routine and transparent
- Accessible and readily available for the task at hand
- Supporting the curricular goals, and helping the students to effectively reach their goals

When technology integration is at its best, a child or a teacher doesn't stop to think that he or she is using a technology tool - it is second nature. Students are often more actively engaged in projects when technology tools are a seamless part of the learning process.

Seamless integration is when students are not only using technology daily, but have access to a variety of tools that match the task at hand and provide them the opportunity to build a deeper understanding of content. Technology is continuously, and rapidly, evolving. It is an ongoing process and demands continual learning.

PROCEDURES
Sacred Heart Central School has an integrated system with shared drives from computers, all linked to common servers. Staff and students have access to the computers in IT Labs, the school library, work stations and classrooms. Catholic Education provides Internet monitoring,
filtering and virus protection services for all computers and devices. This further extends to
technical and infrastructure support for the schools network.

"Effective integration of technology is achieved when students are able to select technology
tools to help them obtain information in a timely manner, analyse and synthesise the
information, and present it professionally. The technology should become an integral part of
how the classroom functions, as accessible as all other classroom tools" (National Educational
Technology Standards for Students, International Society for Technology in Education).

- All teachers are responsible for integrating the use of Information and Communication
  Technologies such as computer use (including the Internet) and iPads into their
  teaching and learning activities.

- All activities which integrate ICT should be designed to develop the students’ skills and
  knowledge in both ICT and curriculum content.

- The provision of and the use of ICT is to assist in the achievement of the relevant
  learning outcomes.

When effectively integrated into the curriculum, technology tools can extend learning in
powerful ways. These tools can provide students and teachers with:

- Access to up-to-date, primary source material
- Methods of collecting/recording data
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via multimedia
- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge

Types of Technology Integration

It is sometimes difficult to describe how technology can impact learning because the term
"technology integration" is such a broad umbrella that covers so many varied tools and
practices; there are many ways technology can become an integral part of the learning
process. Just a few of these ways are listed below but new technology tools and ideas emerge
daily.

Project-Based Activities Incorporating Technology

Many of the most rigorous projects are infused with technology from start to finish. Visit Schools That Work package about project-based learning in Maine to read about a
middle school and high school that are getting excellent results from mixing PBL with a one-to-one
laptop program. Or read a recent blog by Brian Greenberg about combining PBL with
blended learning.

Game-Based Learning and Assessment

There has been a lot of buzz about the benefits of incorporating simulations and game-based
learning activities into classroom instruction. Visit our Video Games for Learning Resource
Roundup page to learn more. Guest blogger Terrell Heick wrote about the gamification of
education, or go straight for the practical resource and read Andrew Miller’s “Game-Based
Learning Units for the Everyday Teacher".
Learning with Mobile and Handheld Devices

Once widely dismissed as distractions, devices like cell phones, mp3 players, and tablet computers are now being used as learning tools in forward-thinking schools. Check out a downloadable guide, *Mobile Devices in the Classroom*. Read a blog by Ben Johnson on using iPads in the classroom or an article about using cell phones for educational purposes. Check out the case study by former Edutopia executive director Milton Chen on using iPods to teach English language learners, or there’s a blog by Audrey Watter about texting in the classroom. There is also a blog series that maps k-5 iPad apps to Bloom's taxonomy by Diane Darrow. You will many more links on our Mobile Learning Resource Roundup page.

Web-Based Projects, Explorations, and Research

One of the first, and most basic, ways that teachers encouraged kids to use technology was with online research, virtual field trips, and webquests. Watch videos about online collaborative projects Journey North and the JASON project. Read an article by Suzie Boss about using web-based resources to help your classroom go global, and an article with links to wonderful virtual field trips. Or check out these useful how-to articles about using online photo archives for primary sources, teaching with virtual libraries, and helping students do research on the web.

Student-Created Media like Podcasts, Videos, or Slideshows

One of the central ideas of digital or media literacy is that students should be come creators and critics, not just consumers, of media. Read an article about student-produced podcasts, or find out more about quality digital storytelling in a blog by Suzie Boss. You can also watch a video about students learning how to become creators in Chicago at Digital Youth Network. Or learn about student filmmakers in the San Francisco Bay Area, San Antonio, Texas, or Effingham, Illinois.

Collaborative Online Tools

Connecting with others online can be a powerful experience, both for teachers and for students. Teacher Vicki Davis is an evangelist for such connections; watch a video about technology in her classroom or read an article she wrote for Edutopia on creating personal learning networks for students. Read an article about the basics of how wikis work, and blogger Audrey Watters makes the case for why wikis still matter. You can also read more about Google's free offerings for educators.
Framework for Technology Integration

The TPACK (Technological Pedagogical Content Knowledge) framework lays out the knowledge that educators need in order to successfully integrate technology into their teaching. The TPACK website provides a large collection of free resources for teachers and other instructional leaders.

Digital literacy involves critically engaging with technology and developing a social awareness of how a number of factors including commercial agendas and cultural understandings can shape the ways in which technology is used to convey information and meaning. It means being able to communicate and represent knowledge in different contexts and to different audiences (for example, in visual, audio or textual modes). This involves finding and selecting relevant information, critically evaluating and re-contextualising knowledge and is underpinned by an understanding of the cultural and social contexts in which this takes place.

Digital literacy gives young people the ability to take advantage of the wealth of new and emerging opportunities associated with digital technologies whilst also remaining alert to the various challenges technology can present.

Digital literacy is the knowledge and skills that allow young people to participate meaningfully and safely as digital technology becomes ever more pervasive in society.

Technical advice and support

- Teachers are to direct students to save material to the shared ‘s’ drive or the individuals user name on the “h” drive.
- Support is available to teachers for the Effective Implementation of iPads in the classroom. Bookings are to be made through Scott Roberts. Support will take place through collegial discussions and support in the classroom.
- All maintenance needs are to be emailed to the CE service desk. (service.desk@cg.catholic.edu.au). To assist in efficient service, please ensure that your request includes as many of the following details as possible:

For all requests

- Your full name and best contact number
- Your School Name and Suburb/Town
- Any deadlines or time constraints to this request

If your request is relating to a fault (something broken that was working before)

- Any details of error messages you are receiving (eg. Error number, title, message)
• What actions you are performing that resulted in this error
• What you expect to be happening

If your request is a move, add or change (something new that has not yet been working)
• What work you would like done
• Full details of what you would like - include physical locations or other identifying marks/features (eg. Asset number etc)

The above details will assist CE in resolving your request as fast as possible - if you wish to add further detail.

Supervision
• Active and vigilant supervision by staff when students are working with any ICT is vital to ensuring student engagement and safety.
• Students have access to the intranet and internet after they and their parent or guardian have signed the required agreements.
• If students do not follow acceptable use or iPad policies consequences will be implemented as per those policies.

REFERENCES
Computer Facilities and Acceptable Use by Students (CE)
Computer Facilities and Acceptable Use by Staff (CE)
iPad Policy

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