EVERY STUDENT IS A SUCCESS STORY

ICT Policy

IBO Mission Statement

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding** and **respect.**

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to **become active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

AIS Mission Statement

AlRuwad International School prepares its students to be **responsible global citizens** with international mindedness and the strength of character to make **positive contributions** in our ever-changing world.

We are a **safe, caring, and diverse community of learners** that works to inspire a passion for **knowledge and lifelong learning**, instills **respect** for self and others, develops the whole child, and strives for academic, artistic, and athletic excellence.

AIS Core Values

Care

Respect

Excellence

Identity and Citizenship

Responsibility

Lifelong Learning

Rationale

At the heart of AIS' Information and Communication Technology (ICT) philosophy is the fundamental principle that ICT is essentially a tool that is used to enrich and enhance teaching, learning and assessment across all subject areas.

The *driving force* that extends the boundaries of the school's ICT exposure is the need to develop and support the following:

- New and innovative teaching strategies.
- An increasingly wide variety of learning experiences.
- Assessment across various platforms

AIS students live in a world where developments in information and communication technology are a major driving force in all facets of life. Students are confronted with vast amounts of information in their daily lives and they require ICT skills which will enable them to access, filter and analyze this data. Furthermore, AIS students operate in a global context, requiring the skills necessary for efficient and appropriate use of a variety of means of communication.

Information technology at AIS equips our students to be successful as lifelong learners. Their exposure to ICT across the curriculum will assist them to become confident, creative, caring, responsible citizens prepared to use their experience in ICT to contribute toward improving society, both locally and internationally.

ICT in the PYP encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. ICT provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. ICT allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of ICT, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts

The main goals of ICT at Alruwad International School

The main goals of the ICT at AIS aim at providing students with:

- the confidence to explore ICT tools that will enhance and enrich the learning process.
- the ability to conduct research.
- the skills to learn collaboratively
- the skills to organize
- the ability to apply ICT across all subject areas.
- the skills to communicate using a variety of platforms.
- a mindset that is flexible and ready to adapt to an ever-changing technological environment.
- the ability to discern between appropriate and inappropriate forms of technology.

Continuum of ICT education

Curriculum planning must try and anticipate the ICT skills that may be required during a particular phase of learning. Consequently, an awareness of the student's previous exposure to ICT tools is essential in order to ensure that the ICT skills gap does not become an insurmountable obstacle.

For this reason, it is vital that the school maps out each year group's ICT exposure so that a comprehensive journal is created that details the ICT experiences vertically through the school. One cannot create a comprehensive ICT curriculum because ICT exposure is driven by the students need to pursuit their own lines of inquiry.

Every teacher, at every level in the school, needs to recognize that they are also an ICT teacher.

The general focus of the PYP

The Role of ICT in a Transdisciplinary Programme:

In the PYP, there will be opportunities to use ICT in the relevant, authentic context of the units of inquiry, as well as through teaching and learning experiences in other areas of the curriculum. Teachers have a responsibility to help students to make explicit connections between different aspects of their learning. Students need opportunities to identify and reflect on significant ideas within the different skills of ICT, the transdisciplinary themes, and other subject areas. The role of ICT to support inquiry is important as students engage in building understandings that contribute to their success as lifelong learners in a digital age.

ICT Skills for Inquiry:

Investigating

Investigating is to carry out a purposeful inquiry or research, to test existing understanding, discover new information and create new understanding. Through investigation, learners critically evaluate a variety of sources, make connections and synthesize findings to apply knowledge to real-life contexts.

Creating

Creating is a process through which learners are provided with an opportunity to innovate and test boundaries. Learners develop an understanding, apply critical thinking and original ideas to real-world situations, and share knowledge through self-expression, problem-posing and problem-solving, and reflection.

Communicating

Communicating is the exchange of information with various audiences using a range of media and formats. Effective communicators contribute to cross-cultural understanding, make informed

choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.

Collaborating

Collaborating is the process through which learners validate and negotiate ideas and reach a deeper understanding and a global perspective. Learners are empowered through digital media and environments and through active participation in creating and sharing knowledge.

Organizing

Organizing is the ability to structure or arrange connected items. Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes. Learners make connections, transfer existing knowledge and independently explore new technologies.

The role of ICT in the PYP, June 2011

The general focus of the MYP

ICT is the responsibility of all teachers and provides the tools necessary for the transformation of teaching and learning. Specifically, it provides many opportunities for students to participate in the following:

- The pursuit of a line of inquiry which will provide them with an opportunity to investigate and critically evaluate information from a variety of sources, within both a local and global context.
- Apply knowledge and skills to real life situations.
- Communicate and exchange information using a variety of media, chosen to meet the needs of a specific audience.
- The adjustment of a current world view in order to accommodate a new perspective gained through the many gateways to collaboration which are so conveniently available in our technologically oriented world today.
- The development of organizational skills allowing for the efficient processing and analyzing of vast amount of information from numerous sources.

The general focus of the DP

All subject teachers are expected to incorporate and use ICT skills in their planning. Regular collaborative planning ensure that the staff shares amongst themselves the best practices of using IT tools. Specialized subject specific software are also used by teachers to enhance ATL's in their subject area.

"The sound and balanced use of multiple technologies is integral to IB constructivist approaches to teaching and learning and actively supports the curriculum."

To implement ICT in our teaching and learning it is important to use the following IB model:
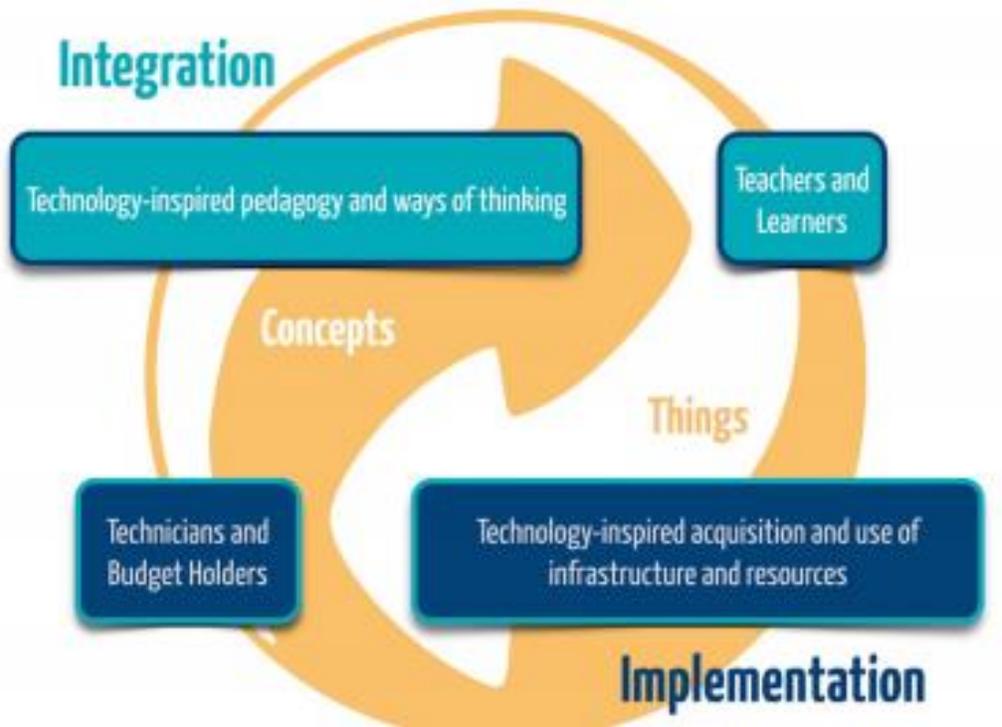
In the IB model ICT Pedagogy is referred to as Technology Integration.

In order to encourage IB DP community to teach and learn with technology, the following should be clear:

- Technology aids and extends the ability to teach and learn.
- Every teacher is a "tech teacher".
- Technology literacy is integral for all learners in an IB education.
- Every member of the school community shares a responsibility to foster technology literacy in all learners.

ATL Skills and ICT

ATL Skills	Student Learning Expectations
Communication Literacy:	Include reading strategies, use and interpret a range of content-specific terminology. Be informed by including the use of a variety of media Inform others by including presentation skills using a variety of media.
Information literacy	**Access information:** Include research from a variety of sources using a range of technologies, identify primary and secondary sources. **Select and organize information:** Include identifying points of view, bias and weaknesses, use primary and secondary sources, make connections between a variety of resources. **Reference:** Include the use of citing, footnotes and referencing of sources, respect the concept of intellectual property rights.

Applications of ICT in IB-DP Programmes
 • Databases and spreadsheets
• Graph plotter software
• Dynamic geometry software
• Computer algebra systems
 • Programming languages
 • Subject content-specific software
• The uses of Graphic display calculators (GDC)
• Use of Internet search engines to source materials
 • Word processing or desktop publishing
• Graphic organizers.
• Creating presentations
• Use of Computer Aided Design
• Simulating stresses on bridge beams
• Virtual battle re-enactments
• Games as learning tools/facilitators
• Learning language software/CDs
• Video and video editing

• Creating Podcasts/MP3s/Audio files

• Video conferencing

The school's rights and responsibilities

1. Monitor all activities on devices in the school campus.
2. Determine whether specific uses of the network are in accordance with the conditions stipulated within this policy.
3. Remove a user's access to the network at any time if it is determined that the user is engaged in unauthorized activity and/or violating the conditions stipulated within this policy.
4. Respect the privacy of individual user electronic data. The school will secure the consent of users before accessing their data, unless required to do so by law or policies of AIS.
5. Take prudent steps to develop, implement, and maintain security procedures to ensure the integrity of individual and AIS files. However, information on any computer system cannot be guaranteed to be inaccessible by other users.
6. Attempt to provide error-free and dependable access to technology resources associated with the School system. However, the school cannot be held liable for any information that may be lost, damaged, or unavailable due to technical issues or other difficulties.
7. Ensure that the entire AIS school community is aware of the conditions stipulated within the |ICT policy. All students and parents will, on an annual basis, sign a document acknowledging that they understand the terms and conditions contained within this and other AIS policies.

Guidelines for use of technology at AIS

1. Access to ICT is a privilege and must be treated as such by all members of the school community.
2. ICT is to be used solely for the purpose of supporting learning and teaching.
3. Any system which requires password access or for which AIS requires an account, such as the Internet, shall only be used by the authorized user. Account owners are ultimately responsible for all activity under their account.
4. The school's technological resources are limited. All users must respect the shared use of AIS resources. The school reserves the right to limit the ICT use by an individual user who is determined to be acting in an irresponsible or unlawful manner.
5. All communications and information accessed via the AIS system is and shall remain the property of the AIS.
6. Use of ICT shall be supervised and monitored by system operators and authorized staff.
7. The school will ensure that the necessary systems are in place to guard against student exposure to harmful and inappropriate information.

Unacceptable use of technology at AIS

The following practices are considered to be unacceptable:

1. Using the ICT system for purposes that are not strictly educational in nature. In particular, the following activities cannot be conducted unless under specific instructions from a teacher:
   a. Gaming.
   b. Accessing online radio stations and television programs.
   c. Downloading video files, streaming and online video watching
   d. Using chat rooms or social web sites
2. Cyber-bullying. (The private or public communicating any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages.)
3. Reposting personal communications without the author's prior consent.

4. Plagiarism. (With reference to the Academic Honesty Policy)
5. Obtaining and/or communicating passwords belonging to other users.
6. Modifying or copying files of other users without their consent.
7. Accessing inappropriate materials.
8. Attempting to disable, bypass or otherwise circumvent the AIS content filter that has been installed. This includes but is not limited to the use of proxy servers.
9. Conducting or participating in any illegal activity
10. Unauthorized use of and/or copying of software.
11. Interfering with or disrupting other network users, services, or equipment.
12. Developing or passing on programs that damage a computer system or network, such as viruses.
13. Gaining, or attempting to gain access to unauthorized areas of the ICT platform at AIS.

Personal technological devices

Students may be required to bring to their own personal technological devices to school. The use of these devices is strictly governed by all the conditions contained in this policy. The individual students must take appropriate care of these devices as the school cannot be held liable for any damage or loss incurred. Furthermore, students must ensure that their devices are adequately charged as the school does not provide re-charging facilities. The use of school power outlets to charge devices is a potential fire hazard and as such is strictly prohibited.

Mobile phones are not permitted unless specifically requested by the teacher for a specific task within a limited time frame.

Consequences for the violation of this policy

Access to the ICT platform at AIS is provided as a service by AIS to students in order to enhance and enrich their educational experience. As such, use of these technologies is a privilege, not a right.

Students who violate this Policy will subject to the following:

Subject to the severity of the violation, a range of disciplinary procedures up to and including expulsion may be implemented. These may include but are not limited to:
   a. The homeroom teacher will be informed and will ensure that a record of ICT misconduct will be placed on the students file.
   b. Parents will be informed.
   c. A review of their rights to access the ICT platform at AIS.
   d. Reporting of the violation to law enforcement officials.
   e.

Bibliography

https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_0_iboxx_amo_1512_1_e&part=1&chapter=7
http://www.sis.edu.in/uploads/IT%20Policy_201502262132368830.pdf
The role of ICT in the PYP. Published by IBO in June 2011
Internal technology acceptable use guidelines & expectations. Produced by Mr. Mike Hubick in November 2018

Note:

This Policy will be reviewed each 2 school years by the Pedagogical Leadership Team.