

Flemington Primary School

POLICY FOLDER



CURRICULUM – *eLearning and Information & Communications Technologies*

Rationale:

Information & Communication Technology {ICT} is a General Capability within the Australian Curriculum comprising 5 interrelated elements:

- *Applying social and ethical protocols and practices when using ICT*
- *Investigating with ICT*
- *Creating with ICT*
- *Communicating with ICT*
- *Managing and operating ICT*

Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or disciplines or subjects. Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of knowledge, skills, behaviors' and dispositions, or general capabilities, that apply across the curriculum and that help them to become lifelong learners able to live and work successfully in the diverse world of the twenty-first century.



Aims:

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies.

ICT capabilities are categorised into three sets:

Investigating with ICT,
Communicating with ICT and
Creating with ICT.

Students also need the knowledge and skills to use ICT based on an understanding of the 'nature of the machine'. This is encompassed in the *Managing and operating ICT* element of the continuum.

ICT is actively taught through the Flemington Primary School eLearning approach which integrates all aspects of a technology rich environment into daily classroom work. Students access the full range of technology and become familiar with multiple platforms and devices. They explore digital technologies and embed the Deep Learning 6 Cs to communicate their learning.

Students will use eLearning and digital technologies to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- represent their thinking visually and create products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of technology and their social and ethical responsibilities as users of ICT.
- take advantage of the power and flexibility of mobile devices when working independently and in groups

School Implementation

Digital technologies will be implemented across the school with:

Interactive Whiteboards or similar technology in every teaching space

Desktop PCs in every classroom

Maintain the Computer Lab

Banks of laptops available for borrowing in 2 central locations

A bank of netbooks to be available from the Server Room

2 banks of iPads to be available for each of the Grade ½ and Grade ¾ teams

A bank of iPad minis for the Prep students

A 1:1 iPad program will be implemented in the Grade 5/6 Flexible Learning area to enable a Challenge Based, deep, rich and authentic learning program to operate. This will be supported by a part time eLearning coach.

After 3 years {2015} and depending on the results of the trial, the program will devolve to the Grade 4 students.

In 2016, the 1:1 program will devolve to Grade 3 students.

Implementation from Prep -2 will be based on Parent and Teacher feedback, Student engagement and attendance, student achievement, and changes to research and the technology available.

The school will move to an online School Management System integrating administration, attendance, finance and student reporting by 2016.

Student Goals:

- Manipulate text, images and numeric data to create products designed to inform, persuade, entertain or educate particular audiences.
- Retrieve files and save new files using a naming system that is meaningful to them.
- Compose and reply appropriately to simple electronic messages to known recipients and unknown audiences
- Use ICT to locate and retrieve relevant information from a variety of sources, evaluating the integrity of
- Share their ideas through online private and public forums, which are correctly formatted, comply with ICT conventions and demonstrate an awareness of the characteristics that contribute to products meeting their purpose.
- Develop and apply simple criteria to evaluate the value of the located information.
- Use ICT tools to capture, save and manipulate images.
- Apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships; to support the organization and analysis of concepts, issues and ideas, identified and infer relationships
- Select relevant techniques for minimizing the time taken to process data
- Password protect and back up important files and use file naming conventions that allow easy retrieval.
- Be confident in their personal knowledge of ICT, to feel able both to apply and acquire new knowledge and skills when needed
- Use ICT for promoting and demonstrating higher order thinking skills through rich learning briefs and tasks that support creativity and innovation
- Engage in safe practices when using ICT for searching, interacting and critically evaluating the quality and sources of information
- Use mobile devices to extend and expand student learning beyond the physical constraints of the classroom

These goals will be revised in line with the changes to the Australian Curriculum and implementation of the Digital Technologies curriculum.

Students develop capabilities as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Curriculum Implementation:

- Teachers will plan for ICT as an integral and cross curriculum capability, incorporating across all domains and documenting their planning, using the Australian Curriculum
- The eLearning Team will coordinate implementation across all year levels supported by adequate resourcing and provision of technology rich
- Teachers will use developmentally appropriate materials/resources/texts across P-6.
- Teachers will have access to ongoing professional learning activities related to ICT.
- ICT implementation will be evaluated annually and by on going program reviews
- Individual Learning Plans will include ICT goals
- Teachers, students and parents will undertake sessions directly related to cyber-safety (both at school and at home)

Deep Learning Curriculum

Flemington Primary School is participating in the New Pedagogies for Deep Learning Project and is implementing the 6 Cs through our eLearning program. These elements include:

- Collaboration
- Creativity
- Critical Thinking
- Character
- Communication
- Citizenship

This approach is synchronistic with eLearning and Challenge Based Learning approaches and deepens students' learning experiences and produces deep, rich and authentic learning. It will continue to link with our eLearning and ICT curriculum.

Supporting Documentation

“Igniting Curiosity”

eLearning acceptable use policy and documentation

Digital Technologies Curriculum

ICT Code of Conduct

Acceptable Use Agreement

Digital reproduction permission forms

1:1 iPad information and agreements

Privacy Policy

iPads for education – Trial Report

<http://www.ipadsforeducation.vic.edu.au/ipad-student-trial/lessons-learnt>

Towards a New End: New Pedagogies for Deep Learning

http://www.newpedagogies.info/wp-content/uploads/2014/01/New_Pedagogies_for_Deep%20Learning_Whitepaper.pdf

References:

“21st Century education integrates technologies, engaging students in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities.” MCEETYA.

http://www.mceecdya.edu.au/mceecdya/school_education,27018.html

<http://ausvels.vcaa.vic.edu.au/Information-and-Communications-Technology/Curriculum>

<http://www.education.vic.gov.au/studentlearning/>

<http://www.ipadsforeducation.vic.edu.au/>

<http://www.education.vic.gov.au/studentlearning/elearning/onetoone.htm>

http://www.newpedagogies.info/wp-content/uploads/2014/01/New_Pedagogies_for_Deep%20Learning_Whitepaper.pdf

http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

Evaluation:

This policy was ratified by School Council on 22nd November 2012

The Policy was updated following Flemington PS involvement in the New Pedagogies for Deep Learning Project in March 2014.

The policy was based on the iPads for Education – Trial Report in 2014.

It will continue to be reviewed and modified as technology and research provides new information.