

# KOHANA'S IT POLICY

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## **Rationale**

ICT has a very noteworthy impact on all aspects of our modern society. Whether at home, school or work, its influence is felt and it has expanded our knowledge and understanding of the world in which we live.

Young people leaving school now require considerable ICT knowledge, skills and awareness if they are to be successful in their futures. However, to achieve this development, will require teachers themselves to be supported and we must ensure that training is a feature of our staff development programme at all times due to the changing nature of ICT.

ICT also offers education a powerful learning tool to help enhance learning and teaching across the whole curriculum and it is important that staff and pupils have access to technology to ensure that they benefit from it.

## **Aims of Policy**

The ICT policy of Kohana International School aims to:

- Promote the use and development of ICT at Kohana,
- Ensure that all staff, pupils and parents understand and agree on the approach to ICT at Kohana
- Improve and enhance teaching and learning at Kohana

The Policy may be amended and added to in the future to reflect the changing nature of ICT.

The term ICT in this policy document is used to indicate the whole range of technologies involved in information processing and electronic communications, and includes the following (this list is not comprehensive and could be added to in the future depending on the development of technology)

- Computer hardware devices
- Laptops and desktops
- Internet
- Electronic devices such as digital cameras, scanners, and printers
- Email
- Accompanying software
- Interactive whiteboards e.g. SMART boards
- LCD projectors
- Intranet (Networking, LAN connections and wifi connections)
- Servers.

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## **Purposes of ICT at Kohana**

The main purposes of ICT at Kohana are to:

- Produce high quality documentation across the school and improve administrative practices.
- Produce more accessible and high quality teaching materials.
- Provide internet and intranet facilities to Kohana staff and pupils for the sole purpose of producing the above mentioned.
- Assist pupils in producing work of a good standard.
- Assist pupils in learning as per Cambridge curriculum.

Encourage and develop the use of different strategies within teaching and learning

- Allow staff and pupils to develop confidence and skills in using ICT.
- Allow parents to access information more easily through the school ERP.
- Use ICT to communicate and collaborate with others.
- Be aware and informed about the applications and implications of ICT in our society.
- Use ICT to collect and analyse information.
- Use ICT to maintain the school database.

## **Role of Staff**

### **a. Uses of ICT at Kohana**

The main purpose of ICT at Kohana is to enhance learning and teaching within the school and assist staff in using ICT to support learning and teaching. Therefore the school will seek to ensure that ICT is used and can be accessed across all curricular areas. It will be an integral part of Computing Studies and should strike a balance in all areas of the curriculum through the use of:

- Computers

To access the Internet, email information, research topics, present information, solve problems, write gist, enter marks, etc.

- Smart boards

To make lessons more interactive.

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- Scanner

To enhance teaching and learning

- Printer

To print class and homework worksheets, examination papers, circulars and any school related work.

- Server

To store classroom work like worksheets, gist, papers, test marks and so. ICT development should therefore be part of all departments' schemes of work, and staff should highlight activities which involve ICT. ICT will also be central to the administrative operation of Kohana and should be used to write reports, monitor progress, record marks and keep class lists, keep an accurate inventory and any other relevant administrative activities.

### **b. Skills development for staff**

To ensure that ICT is used to its fullest potential at Kohana, it will be imperative that staff training needs in relation to ICT are met. To achieve this, the ICT coordinator will:

- Regularly consult staff individually to ascertain needs
- Organise training events and a training plan to help meet needs
- Liaise with Cambridge to assist in the training of staff
- Coordinate the sharing of good practice regarding ICT
- Ensure access to hardware to assist in the development of ICT

### **c. Role of Principal and Heads**

It is the responsibility of Principal/Heads to ensure that the department has an ICT policy. This policy should include access to and availability of ICT, management of ICT resources within the department, awareness of the training needs of the department and how they develop and promote the use of ICT within the department. The Principal/Heads should also update schemes of work to ensure that they reflect the use of ICT in their subject area.

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### **d. Inappropriate use of ICT**

This document makes it clear that staff have responsibilities when using ICT. If they act in an irresponsible manner they will have to deal with the consequences.

Irresponsible actions include:

- Giving out your password to another staff
- Sending inappropriate email
- Sending email to parents without informing the heads.
- Downloading inappropriate materials
- Using email to bully or harass other staff
- Carrying the computer system home without informing the heads.
- Damaging or doing any change in the school hardware/software/network/internet/intranet systems without ICT coordinator's reach

This list is not exhaustive and the heads have the rights to determine any act considered inappropriate. If a staff does act irresponsibly, over and above the usual school sanctions, which can be imposed the staff.

### **Role of Pupils**

#### **a. Curriculum Links**

At Kohana, our aim is to produce learners who are confident and effective users of ICT. To achieve this we will seek to:

- Help pupils to develop the necessary skills to use ICT
- Try to ensure access to ICT from graders across the school
- Promote interactive methodologies in the use of ICT with pupils
- Develop greater independent thinking through the use of ICT

Pupils should have the opportunity to experience ICT across the full curriculum in grade school and staff should encourage the development of skills in all areas. However, there will be a particular emphasis on skills development in the Computing Studies.

#### **b. Extra Curricular Links**

The school will also support the development of the extra-curricular initiatives which encourage the development of ICT skills e.g.

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- School website
- Kohana Login Section powered by Fedena.
- Computer classes

### **c. Inappropriate use of ICT**

This document makes it clear that pupils have responsibilities when using ICT. If they act in an irresponsible manner they will have to deal with the consequences.

Irresponsible actions include:

- Giving out your password to another pupil
- Sending inappropriate email
- Downloading inappropriate materials
- Downloading music files
- Using email to bully or harass other pupils or staff
- Using the computer system without informing the teachers.
- Damaging the school hardware/software/networking systems.

This list is not exhaustive and the heads have the rights to determine any act considered inappropriate. If a pupil does act irresponsibly, over and above the usual school sanctions, which can be imposed the pupil.

### **Role of Parents**

Parents are integral to the success of ICT at Kohana and can assist ICT development by:

- Ensuring that their child can take advantage of the schools ICT resources
- Encouraging the development of ICT skills at home where resources are available
- Checking homework related to development of ICT skills
- Encouraging their child to discuss the use of ICT at school
- Where possible, interacting with the Kohana website and providing feedback on its content
- Supporting the sanctions aspect of the school's Policy when their child may have abused the use of ICT in the school
- Checking and following the Kohana Login Section regularly

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## **Resource Management**

The management of ICT resources in a department should be part of the remit of the Principal/Heads. This should be outlined in the department's ICT policy. There should be reference to the equipment in the department (as noted in the departmental inventory), security and accessibility for staff and pupils.

The ICT coordinator should be aware of the ICT equipment in the school and have an up to date inventory for this.

The ICT coordinator should ensure that ICT resources are accessible\* and available throughout the school but with priority given to certificated courses.

The ICT coordinator, in conjunction with the Principal/Heads, should ensure that when resources become available to spend on ICT resources, these are allocated fairly and on the basis of departments needs. These needs should be prioritised and monitored by the heads and discussed.

Any staff taking ICT equipment home should have permission from the Principal/Heads/ICT Coordinator and send an official email to the respective heads.

## **Kohana Website**

Kohana has established its own website to help improve communication between the school and the wider community. The website will contain information about the school including some of the official documents, facilities, activities, curriculum information, important dates, fee details and other relevant information.

Responsibility for maintaining the website will be that of the ICT coordinator.

## **Kohana Login System powered by Fedena**

Kohana has outsourced an ERP system through Fedena to help improve daily communication between the school and the parents. The system will include updating of daily gist, circulars, calendars, fee system and other relevant information.

Responsibility for updating the system will be that of the ICT coordinator.

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### **Social Media Policies**

The main aim of school social media policies is to keep everyone within the school safe and within the law. Because the policies aren't mandatory, schools are free to decide what they include. Often, the policies are divided into three separate sections directed at staff, parents and pupils.

For staff, requirements typically include:

- Not accepting friend requests from current pupils, or ex-pupils under the age of 13, or school parents.
- Notifying the parents if a child sends a friend request.
- Using extreme caution when corresponding with parents via social media, and preferably using a school email address instead.
- Not discussing anything to do with school, pupils or other staff members, or posting photos of school events.
- Only posting things that they would be happy to be attributed to them as a teaching professional.
- Not identifying themselves as being associated with the school.
- Using the tightest privacy settings possible.
- Not using social media on school devices, or on personal devices while on the school premises.

Parental requirements often include:

- Not posting photos, videos or comments that include other children at the school.
- Not using social media on their own devices while on school premises.
- Not accessing social media while helping at school or on school visits.
- Raising queries, concerns and complaints directly with the school rather than posting them on social media – whether on their own pages, in closed groups (e.g. whatsapp, line) or on the school's pages.
- Not creating or following any kind of open or closed social media groups on whatsapp, line, facebook, etc.
- Not posting anything malicious about the school or any member of the school community.

Children are typically required to:

- Not join any social networking sites if they are below the permitted age (13 for most sites including Facebook and Instagram).
- Tell their parents if they are using the sites, and when they are online.
- Be aware how to report abuse and inappropriate content.
- Not access social media on school devices, or on their own devices while they're at school.
- Not make inappropriate comments (including in private messages) about the school, teachers or other children.