

INFORMATION & COMMUNICATIONS TECHNOLOGY POLICY

BASIC BELIEFS:

- Computers and electronic communication systems are a major part of daily life.
- All children, regardless of sex, social or cultural background or physical disability should have access to computer education.
- Staff need to be competent in using computers as a tool to make the best use of them within the classroom.
- Evaluation of a child's competency with computer usage in the curriculum can only be measured for each individual in terms of their capabilities given their level of exposure to hardware and software.
- Girls are traditionally disadvantaged in the area of computers and affirmative action is needed to overcome this.

AIMS:

- To develop staff competency levels.
- To develop as much as possible in children an appreciation of the basic knowledge and skills required to use computers for a range of purposes.
- To incorporate the use of a computer as a tool to aid the learning process in all the appropriate curriculum areas.
- To provide the opportunity for all children to freely explore the uses of the computer to gain confidence in their use.
- To have teachers and children become aware of the range of possible uses of computers and software within the educational and wider community settings.
- To broaden community participation within the school through utilisation of community expertise.
- To provide a wide range of software to allow for a variety of uses.
- To encourage children to have on-going, regular experiences with computers.
- To encourage long term participation by girls in the use and enjoyment of computers.

GUIDELINES FOR ACTION:

- Computer usage will be an integral part of existing programs wherever appropriate and practicable.
- All children will have equal access to computers.
- Computer studies will not be a separate subject.
- All efforts will be made to find appropriate training resources for teachers.
- Software selected will be in accordance with overall school philosophy and appropriate to specific teaching/learning situations.
- Software should cater for all interest groups: reflect non-sexist attitudes, cater for all minority groups and be gender-neutral in language and content.
- Teachers should model the various uses that can be made of computers in the curriculum.

Endorsed by School Council 16/06/1997.