

Our Digital Use Guidelines, Including BYOD Overview

BYOD = bring your own device

When we might use digital technology:

Lower School

Class 6: *"Awareness & Learning"*

Communication with others through Teams / Zoom (managed with an adult present).

Class 7: *"Familiarity"*

As above, with some supervised internet access for research, in preparation for Upper School

Upper School

All students should have access to a charged laptop suitable for use at school every day.

The school does not provide laptops for students.

Please note some phone use is permissible under teacher supervision if BYOD is not available, but only at the discretion of the teacher.

Class 8 and 9: *"Adaptation to Learning"*

Teacher discretion on BYOD use. OneNote / Teams set-up and use for learning and (when necessary), remote learning.

Introduction to programs and applications that allow for creativity.

Class 10 to 12: *"Creation"*

As above, with BYOD for NCEA learning and coursework completion. Independent computer use. Varied program uses for creation.

Digital Technology (DT) and Learning Guidelines

Steiner Education and Digital Technology

"Our approach to digital technology requires us as Steiner teachers—individually and collectively—to make highly conscious decisions about when, and crucially why and how, to create learning opportunities with digital technology that complements and protects our distinctive educational philosophy which expresses itself in our teaching methods, curriculum, and teacher being. This approach to digital technology does limit student access to, and the use of, digital technology across all areas of our curriculum far more than mainstream schools with BYOD (Bring your own device) policies." (Adam Driver for Digital Technology Staff Guide, Michael Park 2021)

Rationale:

To meet the requirements of the New Zealand Curriculum we shall offer the opportunity for students to use approved devices to meet the following aim: "Incorporating digital technologies will support young people to develop the confidence and skill not only to use digital technologies (DT) but to design and build digital systems. The Technology Learning Area of the New Zealand Curriculum stresses the importance of intervention by design: the use of practical and intellectual resources to develop products and systems."

We are committed to helping our students reach a national standard from the Technology curriculum, with the goal of ensuring "that all learners know about digital technologies and understand the decisions people make when they use them and create them. It's important that students have opportunities to be innovative designers and creators of digital solutions - moving beyond solely being users and consumers of digital technologies. We want them to be able to critically assess the impact of existing and new technologies on society and the environment. The goal is to have students experience a rich curriculum that engages and challenges them, is forward-looking, and inclusive - and as a part of that they know how to use and create digital technologies." An understanding of algorithms and computational thinking is also beneficial as these are becoming increasingly common across many subject areas. Through teaching our students how to engage with and work within the Digital world, we are equipping them with essential modern world skills and providing a further opportunity to develop student agency.

We will aim for our Classes 8-10 to engage with Digital Technology in a manner that supports the developmental readiness and needs of each age group and fosters continued imagination and creativity. The opportunity to create is significant, and we anticipate that student devices can be used appropriately across several subject areas, to transform the information they learn in class into unique pieces of work. This can be a very powerful learning experience. To achieve this, the school will deliver a high-level infrastructure including a suitable learning platform and network for learners to work from, along with safe boundaries, policies and procedures to learn about digital technologies.

The European Council for Steiner Waldorf Education supports the age-appropriate use of Digital Media in education. The Council supports the use of DT in the classroom and the ability of teachers to decide for themselves what kind of teaching methods and media best support the learning process and developmental needs of their learners. The full report can be found at [ECSWE-Competence-based-Digital-media-curriculum.pdf \(secureservercdn.net\)](https://www.ecswe.org/ECSE-Competence-based-Digital-media-curriculum.pdf)

Parameters

The use of DT will be extended to subjects that exhibit a genuine benefit from their integration, at the discretion of the teacher. The teacher will use their professional judgement in a flexible way which supports learning. At all times, the teacher will remain mindful of the need to prioritise the delivery of the rich experiential learning and transformative learning processes that form the heart of the Steiner curriculum and pedagogy.

Class 8 will be given a thorough introduction to digital literacy through their Digital Technologies Main Lesson and weekly practice lessons in both Digital Technology and Health. They will be guided through a learning program covering cybersafety, critical thinking to evaluate appropriate sources of information, notetaking skills to avoid plagiarism, creative expression and advanced processing and analysis.

In all other subject areas, learners will be introduced to digital learning based on readiness and need, again at the discretion of the subject teacher. This work will be supported by a Digital Technology Specialist, who will be available to guide the students as well as promote learning among the staff.

Device use will be restricted to lessons where the teacher has given permission for their use. Mobile phones do not count as a digital device - they do not have the typing and graphic capacity we require. Phone use remains unacceptable during school hours.

Device use will be limited during school breaks to learning spaces where a tutorial or special interest group is running. No devices of any kind will be permitted in other communal areas of the school. This is essential to allow the students the opportunity to eat, move and interact with their peers. Devices used incorrectly will have their access blocked. In these situations, alternative delivery methods will be used to ensure equity.

Actions for 2023

- work towards equitable digital access for all students
- plan for when, where and how we will teach cybersafety, evaluating digital sources of information and working with this information, including how to use the appropriate software to allow creative expression through digital technologies
- acknowledge that this learning will take place across multiple subject areas
- incorporate College of Teachers decisions relating to where the use of DT is appropriate
- understand that use of DT is not to be anticipated in every class but will instead be selectively introduced after careful consideration of the benefits for the learners
- continue to seek student and teacher feedback on appropriate PLD and initiate this training
- develop and plan for ongoing infrastructure and resourcing improvements that will improve outcomes for learners and are sustainable.

Resource requirements

HARDWARE

Replace COW laptops with student owned devices. Maintain a small “loan-pool” of devices, with the office, for unexpected circumstances.

BYOD specifications 2023:

Essential

Windows 10, 11, or the latest OSX

8GB RAM

SSD HDD

I5 CPU or equivalent (AMD and Apple M chips are good too)

13-15 inch screen size (no larger)

Physical keyboard i.e. not a tablet

Optional

Discreet graphics (ask your computer dealer) is a nice to have.

Avoid

Office365 or Adobe Creative Cloud licenses. No need to purchase as these are available with school licenses.

PROFESSIONAL LEARNING AND DEVELOPMENT

PLD for staff on platforms, software and/or operating systems used for delivery of DT.

TEACHING PROGRAMMES

It is anticipated that time will be blocked out in Sponsor time, Health and possibly Social Studies for the teaching of cyber civics and safety. This program will ideally begin in Class 6. Potential programs we may utilise include:

Netsafe [The Kit \(netsafe.org.nz\)](https://www.netsafe.org.nz) Guidance for schools, Digital Safety Management Plan, Incident response guide.

Cyber Skills Aotearoa [Cyber Comp \(grokacademy.org\)](https://www.grokacademy.org) Cyber Comp is an online competition to test your students' cyber security skills.

Linewise [The Most Advanced School Cyber Safety Solution | Linewise Cyber Safety](#) Provides detailed cyber safety information for Parents and information relating to policies for School educators. They present a useful united front that allows The School to work with whanau at home by providing access to filters and internet scheduling options.

For this to be successful, we need a new curriculum program in place, along with ensuring all teachers are confident in the delivery of this program. The sites listed above provide a wealth of information that we can work with now. Many provide memberships that offer high levels of support.

Developed by Curriculum Coordinator, Sarah Mackintosh, in consultation with staff in October 2022.

GUIDELINES FOR STUDENT USE OF TECHNOLOGY

CLASS	KG	1	2	3	4	5	6	7	8	9	10	11	12
Radio and music, age-appropriate audiobooks							✓	✓	✓	✓	✓	✓	✓
Supervised Skype and video call							✓	✓	✓	✓	✓	✓	✓
Documentaries, sports, and films: no ads								✓	✓	✓	✓	✓	✓
Supervised computer for learning support							✓	✓	✓	✓	✓	✓	✓
Digital Technology Classes									✓	✓	✓	✓	✓
Supervised educational games - Kahoot etc.									✓	✓	✓	✓	✓
Smart phone at teachers' discretion in class									✓	✓	✓	✓	✓
Computer usage and access to the Internet									✓	✓	✓	✓	✓
Social media for learning purposes												✓	✓
B.Y.O.D.									✓	✓	✓	✓	✓
TEAMS										✓	✓	✓	✓