Create a list of guiding questions to support a school in the development of its technology policy

1. What is the best process for formulating an ICT policy? (Function)
2. How will the policy incorporate the learner profile? (Connection)
3. Will the policy address the essential elements of the PYP?
4. How will the policy account for progressive conceptual development in ICT?
5. How will the policy address specific ICT skills development in addition to trans-disciplinary skills?
6. How can ICT be used to promote international mindedness?

Specific to Teaching and Learning:

1. What is good practice in teaching ICT in a PYP school? (Form)
2. How does the teaching and learning in-corporate the learner profile? (Connection)
3. How does planning for teaching and learning in ICT address the essential elements of the PYP? (Connection)
4. How is the teaching and learning progressive and how does it take into account varying abilities? (Form)
5. What ICT skills and trans-disciplinary skills are being developed? (Connection)
6. How is International mindedness being promoted in the teaching of ICT? (Connection)
7. How can ICT be used to promote pupil reflection? (Reflection)
8. How does teaching and learning incorporate safe and principled use of ICT? (Responsibility)

Form, function, causation, connection, perspective, reflection, responsibility.

Eight Domains of the School ICT Policy

**Eight Domains of a School ICT Policy**
[**Leadership and Management**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/the-8-elements-of-an-ict-policy)
[**Curriculum**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/curriculum)
[**Learning and Teaching**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/learning-teaching)
[**Assessment (of and with ICT)**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/assessment-of-and-with-ict)
[**Professional Development**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/professional-development)
[**Extended Opportunities for Learning**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/extended-opportunities-for-learning)
[**Resources**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/resources)
[**Impact on Student Outcomes**](https://sites.google.com/site/ictinpyp/session-1/sessions-6-7-developing-an-ict-policy/impact-on-student-outcomes)
From: The Primary ICT and E-learning Co-ordinator's Manual, Book 1: A guide for new subject leaders by James Wright. Paul Chapman Publishing, 2007. ISBN-978-1-4129-3562-3

Focus on Learning and Teaching:

Relevant sections from The Role of ICT in the PYP document

Through ICT, there are greater opportunities for interactive communication and exchange of information through global collaboration, authentic learning, expansion of the learning community and empowerment for all learners.

enables students to **investigate**, **create**, **communicate**, **collaborate**, **organize** and **be responsible** for

their own learning and actions

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 IB learner profile is integral to teaching and learning in the PYP

The learner profile, together with the five essential elements of the programme—concepts, knowledge, skills, attitude and action—inform the integration of ICT in planning, teaching and assessing in the PYP.

Trans-disciplinary:

The starting point should always be students’ prior experiences and current understanding.

progressive conceptual development

regular opportunities for collaboration among teachers

Skills:

Six ICT skills are relevant to all learners: investigating, creating, communicating, collaborating,

organizing and becoming responsible digital citizens.

In particular, the ICT skills listed should be cross-referenced with the five trans-disciplinary skills defined in the PYP: thinking, social, communication, self-management, and research

skills.

Concepts:

Teachers can use the eight PYP key concepts—form, function, causation, change, connection, perspective, responsibility and reflection—to guide their own inquiries.

Developing an ICT Policy:

A PYP school community should collaboratively identify and agree on the need for, and aims of, the use of

ICT.

that defines their beliefs and values, as well as operational guidelines in relation to ICT

Stage 1: Form an ICT committee

Stage 2: Conduct a strategic review. (that includes the role of ICT to support teaching and learning)

Stage 3: Define beliefs and values

Stage 4: Develop an ICT policy

Stage 5: Implement