



Western Cape  
Government

Education

**FOR YOU**



Directorate: eLearning

# **Guidelines on cellular phones and other mobile technologies in public schools 2024**



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# 1

## DEFINITIONS

**In these guidelines, any word or expression to which a meaning has been assigned, bears the same meaning assigned to it, unless the context indicates otherwise:**

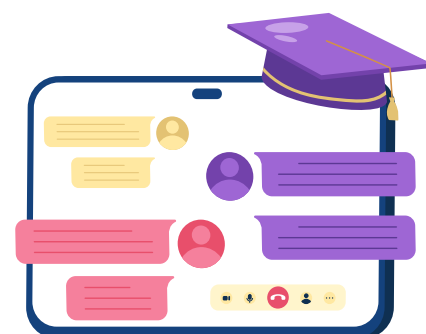
**“access”** means the opportunity to retrieve or means of retrieving information;

**“browsers”** means tools to access the internet;

**“cyberbullying”** means wilful and harm inflicted using computers, cellular phones and mobile technologies and other digital technologies;

safeguarding information and Information and Communication Technology (ICT) assets from various threats, including theft, corruption, and natural disasters. The primary objective of cybersecurity is to ensure that information and ICT property remain accessible and productive for their intended users while minimizing the risk of unauthorized access, damage, or disruption;

which includes images, videos and text, posted by an individual online;



**“eEducation”** means electronic education and consists of eLearning, eTeaching, eAwareness and all the administrative responsibilities connected to these actions;

**“eLearning”** means electronic learning, which is any kind of learning that is done with a computer, mobile device and internet connection, and includes mLearning;

**“firewall”** means that part of a computer system or network that is designed to block unauthorised access while permitting authorised communications;



**“cyberstalking”** means keeping track of a user’s activities and information by an individual;

**“digital literacy”** means the ability to find, discern, select and use online information appropriately;

**“digital footprint”** means the collection of data,



**“cybercrime”** means crime where the internet or computers are used as a medium to commit crime, and “computer crime” has the same meaning;

**“cybersecurity”** encompasses a broad range of practices and measures aimed at



**“hacking”** means gaining access to an electronic device or system by using techniques or mechanisms that were not intended to provide access;

**“ICTs”** means Information and Communication Technologies;

**“Information and Communication Technologies”** means forms of technologies that are used to create, store, share or transmit, and exchange information, and includes radio, television, video, DVD, telephone (both fixed and mobile phones), satellite systems, computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video-conferencing and electronic mail;

**“ICT culture”** means the beliefs, practices and attitudes that support the use of ICTs in the school;



**“mLearning”** means mobile learning, which is any kind of learning that is (a) supplied directly on a mobile device, as an application, game or similar content, or (b) accessed via the internet;

**“mobile technology”** means electronic devices, applications, and services that are designed to be portable, wireless, and capable of communication and data processing while on the move, and includes hardware components such as smartphones, tablets, laptops, and wearable devices such as smart watches and head-mounted displays, as well as the software, applications, and networks that enable these devices to connect, exchange information, and perform various tasks remotely;



**“mobi-site”** means a regular website accessible from browsers on any device, including desktop computers;

**“smartphone”** means a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access and an operating system capable of running downloaded applications;

**“User”** means an individual who has access and utilizes ICT;



**“VR”** means virtual reality;

**“white-list”** means an approved list of addresses (such as URLs or email) that have been specifically vetted in advance, and is often used with regard to internet content filtering.



# LEGISLATIVE AND POLICY FRAMEWORK

**The legislative and policy framework consists of the following documents, as may be amended from time to time:**

- Children's Act, 2005 (Act 38 of 2005);
- Constitution of the Republic of South Africa, 1996;
- Copyright Act, 1978 (Act 98 of 1978);
- Criminal Law (Sexual Offences and Related Matters) Act, 2007 (Act 32 of 2007);
- Cybercrimes Act, 2020 (Act 19 of 2020);
- Department of Basic Education Guidelines on e-Safety in schools: Educating towards responsible and ethical use of ICT in education;
- Domestic Violence Act, 1998 (Act 116 of 1998);
- Electronic Communications Act, 2005 (Act 36 of 2005);
- Employment of Educators Act, 1998 (Act 76 of 1998);
- Films and Publications Act, 1996 (Act 65 of 1996);
- Protection from Harassment Act, 2011 (Act 17 of 2011);
- Protection of Personal Information Act, 2013 (Act 4 of 2013);
- Regulation of Interception of Communications and Provision of Communication-Related Information Act, 2002 (Act 70 of 2002);
- South African Schools Act, 1996 (Act 84 of 1996);
- Western Cape Government Guidelines on Social Media and School Networking in Public Schools, 2017; and
- Western Cape Provincial School Education Act, 1997 (Act 12 of 1997).

**Copies of current versions of the above documents can be requested from WCED.**

**The following documents were also considered in the drafting of these Guidelines:**

- African Centre of Excellence for Information Ethics Digital Wellness Programme – Resource and Concepts Book, October 2015; and
- Creative Commons South Africa, Licensor Guidelines, no date.



# INTRODUCTION

**The increasing integration of technology in society has facilitated convenient, rapid, and cost-effective access to Information and Communication Technologies (ICT). This trend is a reality in the Western Cape through the implementation of the Western Cape Broadband Initiative (WCBBI), enabling learners to connect to the internet.**

Taking a proactive stance, the Western Cape Education Department (WCED) is providing comprehensive guidelines to all stakeholders, including SMTs, administrative staff, teachers, learners and WCED officials. These Guidelines are designed to equip them with the necessary tools to effectively manage both the potential risks and benefits associated with cellular phones and mobile technologies.

It is important to recognise that cellular phones and mobile technologies have a significant presence even in the remotest rural areas. The benefits of incorporating cellular phones and mobile technologies into education outweigh the drawbacks. However, it is imperative to approach this integration with careful consideration and responsibility to safeguard learners.

Effectively managing cellular phones and mobile technologies in educational settings is crucial for ensuring positive and secure experiences for learners. Schools must possess the knowledge to handle these technologies, and learners should comprehend the consequences of irresponsible usage and be held accountable for their actions. Furthermore, the responsibility is not solely confined to the school environment, as parents/guardians also play a vital role, given that technology access extends beyond school boundaries and hours.



# PURPOSE

**The purpose of these Guidelines is to establish a framework for the appropriate and beneficial use of cellular phones and other mobile technologies within public schools in the Western Cape. These Guidelines aim to leverage the potential of mobile technologies as educational tools while fostering a focused and respectful learning environment. By delineating the acceptable uses of mobile technologies and promoting responsible digital citizenship, these Guidelines seek to enhance the quality of education and support the holistic development of learners.**

## These Guidelines are designed to:

- (a) Create awareness about some of the opportunities presented by mobile technologies within the learning environment for learners, teachers, School Management Teams (SMTs), parents, guardians and public schools, including:
  - (i) the need to adopt mobile and other technologies in the school environment to enhance learning and teaching;
  - (ii) the potential benefits and risks associated with cellular phones and mobile technologies; and
  - (iii) the potential cyber risks that mobile and other technologies pose, as well as restorative principles and measures to mitigate those risks;
- (b) Provide guidance on the use of online platforms, online behaviour and social media communications between learners, teachers, learners and teachers, as well as parents/guardians of learners and teachers; and
- (c) Assist public schools to develop their own policies in order to regulate the use of cellular phones and mobile technologies at these schools.





# SCOPE

**These Guidelines apply to all learners and teaching staff at public schools in the Western Cape. It pertains to the use of cellular phones, smartphones, tablets, laptops, and other mobile technologies that have communication and internet capabilities.**

**The scope of these Guidelines encompasses the following areas:**

➤ **Educational Integration:**

These Guidelines encourage the integration of mobile technologies into educational activities, such as accessing online resources, doing research, collaboration on projects, and engagement with educational applications. They emphasise the potential of mobile technologies to enhance learning outcomes and prepare learners for a technologically-driven world.

➤ **Responsible Usage:**

These Guidelines define the appropriate use of mobile technologies within public school premises. They emphasise responsible behaviour, respectful communication, and the ethical use of mobile technologies

to ensure a positive and inclusive learning environment.

➤ **Disciplinary Guidance:**

Disciplinary measures may include warnings, temporary device confiscation, or other appropriate measures aligned with the school's disciplinary policies.

➤ **Collaborative Responsibility:**

These Guidelines establish a collaborative approach among learners and teaching staff to enforce responsible device usage.

➤ **Adaptation and Review:**

Recognising the rapidly evolving nature of technology, these Guidelines will be periodically reviewed and updated to ensure their relevance and alignment with educational goals and advancements in mobile technology.



➤ **Privacy and Safety:**

These Guidelines address the importance of protecting personal data, respecting the privacy of others, and using mobile





# WCED eLEARNING SIDEKICK

**As part of the guidelines for mobile technology, the WCED's eLearning division has introduced a valuable resource called the eLearning SideKick. This innovative Mobi-site serves as a user-friendly platform to empower teachers and WCED officials in adapting to the digital landscape.**

The eLearning SideKick offers a range of instructional categories tailored to enhance the teaching and learning experience. It equips teachers with the tools to craft innovative lessons through a curated selection of digital resources. One significant facet of the eLearning SideKick is its dedication to promote cyber wellness among teachers. It fosters continuous professional development by granting access to diverse resources, including infographics, educational

materials, social media cards, guidelines, workbooks, and informative videos, ensuring that teachers are well-versed in fostering a safe and responsible digital environment. This platform is also a hub for staying updated on the evolving architecture of eLearning and learning effective management strategies.

This comprehensive support is crucial for both teachers and learners as they navigate the realm of mobile technology.

For more information and access to the eLearning SideKick, visit:

**<https://wcedonline.westerncape.gov.za/elearning>**





# ADOPTION OF TECHNOLOGICAL AND MOBILE TECHNOLOGIES TO ENHANCE LEARNING AND TEACHING

**Mobile technologies have become ubiquitous. This ubiquity and ease of access demonstrates its invaluable use for learners and teachers. Mobile technologies can be employed to impart knowledge and enhance teaching practices. Besides using mobile technologies for socialisation and recreational purposes, it can also be used to search information, as a tool to improve productivity, and for learning and academic purposes, to name a few. There are multiple tools and applications on mobile technologies that can help to disseminate knowledge through the facilitation of teachers.**

The acceptance of technology is improved when teachers perceive the ease of use and the effective use of technology. The

overall use of technology can be increased through changing attitudes and intentions.

Adopting mobile technologies strengthens collaboration and connectedness. The use of mobile technologies can offer support through personal learning networks or collaborative networks with colleagues and/or teacher peers. Attempts to adopt technology can be aided by asking assistance to improve a person's attitude and the effective use of technology and mobile technologies.

If a person understands the functional and effective use of a technological device and can perceive its ease of use, it will impact on the person's attitude towards using the device. A positive attitude will strengthen a person's reasons for using the device and ultimately lead to an increased use of technology.



# MOBILE TECHNOLOGIES CAN ASSIST WITH DEVELOPING A LEARNER-CENTRED APPROACH

**Learner-centred teaching is an approach that puts the learner at the centre of the learning. This means that the learner can pace and be responsible for their own learning. The teacher enacts the role of the facilitator of learning. Mobile technologies and other technologies allow learners to navigate through online platforms that serve in their education. Learners can create content and produce media, research valuable resources, use learning applications to boost performance, collaborate with peers, use devices to help democratise learner voices and collate resources as an educational learning hub and support.**

**There are many advantages to a learner-centred approach using mobile devices:**

- It improves participation;
- It improves the retention of knowledge;
- It motivates learning;
- Its engaging nature boosts performance and learning activities;
- It develops critical thinking and problem-solving skills;
- It fosters collaborative learning;
- It makes learning more engaging and fun;
- It encourages multiple perspectives;
- It improves literacy and reading; and
- It provides accessibility to content in an offline environment (learners can download from school or public WIFI and access content at home).





# ADVANTAGES OF THE USE OF CELLULAR PHONES AND MOBILE TECHNOLOGIES IN THE SCHOOL ENVIRONMENT

**In the South African context, the concept of eEducation revolves around the use of ICT to accelerate the achievement of national and provincial education goals and enable learners to function in the 21st century. In order to attain these outcomes, it will be beneficial to allow learners to have access to cellular phones and mobile technologies in their educational environment as there are many advantages:**

## 1. Access to Information:

- Learners can access a vast amount of information instantly, aiding research and expanding their knowledge base.
- Mobile devices provide access to educational applications, e-books, and online resources that support learning.
- **Digital Tool Example:** Google Search, Wikipedia application, Khan Academy, Google Scholar

## 2. Communication:

- Improved communication between learners, teachers, and parents/guardians through emails, messaging applications, and educational platforms.
- Teachers can easily share announcements, assignments, and updates with learners and parents/guardians.

- **Digital Tool Example:** Google Classroom, Microsoft Teams, Remind

## 3. Collaborative Learning:

- Mobile technologies facilitate collaborative learning through shared documents, group messaging, and collaborative projects.
- Learners can work together on assignments and projects in real-time, fostering teamwork and communication skills.
- **Digital Tool Example:** Google Docs, Microsoft OneNote, Slack, Canva, Jamboard

## 4. Personalised Learning:

- Educational applications and platforms can cater to individual learning styles, allowing learners to learn at their own pace.
- Teachers can customise assignments and provide personalised feedback based on learners' needs.
- **Digital Tool Example:** Khan Academy, Edmodo, Seesaw, ClassKick, Quizizz, LMS

## 5. Resource Efficiency:

- Reduced need for physical textbooks as digital resources can be easily accessed on mobile devices, leading to cost savings and environmental benefits.

- Online materials can be updated more frequently than traditional textbooks.
- **Digital Tool Example:** Google Drive, Microsoft SharePoint, OneTab, Padlet

## 6. Digital Literacy:

- Learners develop digital literacy skills by using mobile technologies, preparing them for the technological demands of the modern world.
- Exposure to various digital tools and platforms enhances learners' tech-savvy abilities.
- **Digital Tool Example:** Code.org, Scratch, TypingClub, Minecraft

## 7. Engagement and Motivation:

- Incorporating technology into lessons can make learning more engaging and interactive, increasing learner motivation.
- Educational games and simulations can make complex concepts more accessible and enjoyable.
- **Digital Tool Example:** Kahoot!, Quizizz, Minecraft: Education Edition

## 8. Real-World Connections and Applications:

- Mobile technologies enable learners to connect with experts, participate in virtual field trips, and engage in global learning opportunities.
- Video conferencing tools allow for guest lectures and collaboration with learners from other regions.
- **Digital Tool Examples:** Spark 101, Google Earth, Google Arts and Culture, PHET Simulations, Online Conferencing tools

## 9. Organisation and Productivity:

- Mobile devices can help learners stay organised with digital calendars, reminders, and task management applications.
- Increased productivity through easy access to study materials, notes, and educational tools.
- **Digital Tool Examples:** MS Teams, Google Calendar, Trello, Google Classroom, OneNote

## 10. Preparation for Future Careers:

- Integrating mobile technologies prepares learners for the digital workplace they will encounter in their future careers.
- Exposure to coding, digital design, and other tech skills can be facilitated through mobile applications and platforms.
- **Digital Tool Examples:** CareerCompass, Skills Academy, FundiConnect



# DISADVANTAGES OF THE USE OF CELLULAR PHONES AND MOBILE TECHNOLOGIES IN THE SCHOOL ENVIRONMENT



## 10.1 The ability of cellular phones and mobile technologies can be abused by:

- (a) recording individuals without their knowledge and consent, encroaching on their right to privacy, etc.;
- (b) recording and sharing inappropriate behaviour;
- (c) using same to commit offences;
- (d) using same to cheat in a test, examination, task or assessment (e.g. by sharing login credentials); and
- (e) using same for non-educational purposes during contact time, which can be intrusive and disruptive.

## 10.2 There are disadvantages in using wearable computers (i.e. smart watches):

- (i) The smart watch screen is too small for educational purposes; and
- (ii) Bluetooth compatibility to cellular phones and mobile technologies make access easier for purposes of cheating.

Schools should carefully consider allowing learners to bring smartwatches to school as it does not serve necessary for educational purposes and may give rise to other concerns.





## 11.1 Cyberbullying

Cyberbullying has been conceptualised “as the use of the internet or other digital communication technologies to insult or threaten someone”. The following are forms of cyberbullying:

- **Flaming:** Online fights using electronic messages with angry and vulgar language.
- **Harassment:** Repeatedly sending harming, nasty, mean, and insulting messages.
- **Denigration:** Sharing gossip or posting rumours about a person to damage that person’s reputation or friendships.
- **Impersonation:** Pretending to be someone else and sending or posting material with malicious intent.
- **Outing:** Sharing someone’s secrets, private information or embarrassing information or images online.
- **Trickery:** Talking someone into revealing secrets, private

information or embarrassing information or images online.

- **Exclusion:** Intentionally and cruelly excluding someone from an online group.

## 11.2 Teachers and learners at public schools must give due consideration to the following when using cellular phones and mobile technologies:

- (a) Cellular phones and mobile technologies must be managed in an educationally sound manner as, by the very nature of their mobility, they can be intrusive.
- (b) Cognisance must be taken of the risks relating to, and impact on the self-esteem of learners and teachers of:
  - (i) the easy availability of pornographic content;
  - (ii) using cellular phone cameras or recording facilities to make recordings without the knowledge or consent of the person recorded; and
  - (iii) sending harassing or threatening messages.
- (c) Cellular phone cameras (still and video) and recording facilities must not be used:
  - (i) in banned spaces, for example changing rooms, toilets, gyms and swimming pools; and
  - (ii) to film or report people and their activities without their knowledge and consent.
- (d) An AUP in a school should specify when and for what purpose the use of cellular phones and mobile

technologies is acceptable in the school and have steps in place to ensure compliance. This includes sending and receiving calls to/from parents/guardians.

- (e) It is recommended that the AUP should be referred to in the school's Code of Conduct.
- (f) Learners carrying a cellular phone and other mobile technologies can be a target for thieves; therefore, awareness around safety of learners on their way to and from schools is a major consideration.
- (g) Privacy must be respected and protected, and circumspection must be applied, as cellular phones and mobile technologies contain personal images, messages and email communication that may be forwarded to other users and/or placed in the public domain.
- (h) All users should take care not to share compromising images, images taken without consent or inappropriate messages as they leave a digital footprint that may damage their reputation and the reputation of others, later in life.



### **Actions by the School:**

- Support learner participation in Safer Internet Day (SID) activities, raise awareness of emerging online issues and reflect on current concerns.
- Develop awareness training to build resilience and peer support initiatives.
- Foster collaboration with parents and ensure parents are knowledgeable about the cyber risks associated with online behaviour and activity.
- Publish an annual safer internet report.

## **11.3 Positive Peer Influence**

### **Learners need to:**

- be positive role models (e.g. share positive content, and harness the affordances of technology for the benefit of society); and
- advocate positive online behaviour (e.g. stand up for their peers online, report cases of cyberbullying to an adult or to authorities and post encouraging remarks online).



## 12.1 Public schools must:

- (a) develop and publish a policy on the use of cellular phones and mobile technologies with the input from all stakeholders (SMT, governing body, parents, guardians, teachers and learners);
- (b) have regular cyber wellness seminars addressing all relevant concerns related to the use of cellular phones and mobile technologies, including:
  - (i) Cyber-bullying;
  - (ii) Social media responsibility;
  - (iii) Digital footprinting;
  - (iv) Digital citizenship and responsibility; and
  - (v) General cyber safety tools and tips;
- (c) display cyber safety and digital responsibility posters around all recreational areas and in the classrooms. Download Cyber Wellness Posters from the eLearning SideKick and share with all stakeholders (see link [http://bit.ly/wced\\_cyberwellness](http://bit.ly/wced_cyberwellness));
- (d) teachers and learners must sign an AUP to use cellular phones and mobile technologies within the school environment;
- (e) sensitise learners and teachers to the appropriate and responsible behaviour for online activities;
- (f) educate learners that all users are entitled to privacy and therefore it is wrong to attempt to access other learners or teachers' personal files and photos;
- (g) cellular phones and mobile technologies may only be used in class for educational purposes and in accordance with the instruction of the teacher, for it to be appropriately incorporated into the learning programme;
- (h) inform learners and parents that the safeguarding of cellular phones and mobile technologies is the learner's

responsibility and that these devices are brought to school at own risk;

- (i) take appropriate action against any learner who:
  - (i) photographs, films or otherwise records, for example a fight on the school premises and/or other individuals without their consent;
  - (ii) sends harassing or threatening messages;
  - (iii) is in possession of, viewing and/or circulating any unacceptable content such as pornography, abusive or age-restricted content;
  - (iv) is caught using a cellular phone or mobile device in exams or assessments; and
  - (v) deliberately tries to access inappropriate or blocked websites by using 'hacking methods' and breaking through the firewalls set by the security standards of the state or school.
- (j) It is the responsibility of the school to ensure that the parents, teachers and learners are well informed of the cellular phone and mobile device policy of the school and clearly understand the consequences thereof;
- (k) The use of hand-held technologies, wearable technologies during examinations: This is at the school's discretion. Schools may consider the banning of hand-held technologies and wearable technologies (i.e. smartwatches) during examinations to ensure the integrity of tests and examinations.



## 12.2 Teachers must:

- (a) discuss the use of cellular phones and mobile technologies in class and create boundaries around the use of cellular phones and mobile technologies;
- (b) discuss the values around respect for property and privacy, and consequences of taking and sharing inappropriate information and content;
- (c) teach the learners integrity with regard to the images they create online by using their cellular phones and that there are consequences to their actions;
- (d) explain to learners how and when cellular phones and mobile technologies will be used as part of learning and teaching, for example to:
  - (i) Take photos to use in projects (plants, animals, school events, etc.);
  - (ii) Record videos to use in projects or for notes to refer to for later learning (experiments, brainstorming, drama or visual arts performances, etc.);
  - (iii) Create own videos that could be viewed and evaluated by the teacher or for peer-assessment activities, etc.; and
  - (iv) Create audio recordings for orals, book reviews, interviews, etc.;
- (e) discuss the difference between allowing access to the internet on the school network and swapping to own mobile data to access the internet, and that this is only allowed on agreement with the teacher during class contact time;
- (f) have classroom rules and etiquette about cellular phones and mobile technologies in class such as:
  - (i) Placing cellular phones and other mobile technologies on the desk;

- (ii) Turning cellular phones and other mobile technologies on silent;
  - (iii) Not answering calls during lessons;
  - (iv) Not sending messages (such as SMSes and instant messages) during lessons;
  - (v) Not participating on personal social media platforms during lessons;
  - (vi) Only using devices for activities as instructed by the teacher for that lesson; and
  - (vii) Looking after their own cellular phones and technological devices;
  - (g) follow the same rules..
- deliberately trying to access undesirable websites by using hacking methods and breaking through the firewalls set by the security standards of the state or the school.
- (d) may only use cellular phones and mobile technologies in class for educational purposes in accordance with to the instruction of the teacher;
  - (e) may not use cellular phones and mobile technologies for entertainment purposes, such as watching movies or streaming entertainment content (i.e. movies, TV series, music videos and music);
  - (f) may not use cellular phones and mobile technologies for downloading entertainment content for non-educational purposes;

### 12.3 Learners:

- (a) may only use cellular phones and mobile technologies when usage will not disrupt the normal school routine or per instruction of a teacher;
- (b) must display courtesy, consideration and respect for others when using cellular phones and mobile technologies; and
- (c) must understand that disciplinary measures will be taken should they engage in the following:
  - (i) Photographing, filming or otherwise recording, for example a fight on school premises, and/ or other individuals without their knowledge or consent;
  - (ii) Sending harassing or threatening message;
  - (iii) Being in possession, viewing and/ or circulating any unacceptable content such as pornography, or abusive or age-restricted content; and
  - (iv) Using a cellular phone or mobile device in exams or assessments;
- (g) may only have accessories such as earphones in class in accordance with the instruction of the teacher or during non-contact time (i.e. a learner may not listen to music, radio or any audio broadcast without earphones in corridors, on the playground, etc.);
- (h) must be responsible for the safeguarding of their own cellular phones and devices and the school cannot be held accountable for theft, damage or loss thereof;
- (i) should be guided to use cellular phones and mobile technologies in a respectful and responsible, value-driven way in schools and understand that it is a privilege and not a right; and
- (j) should avoid becoming involved in risky or unlawful acts or behaviour, such as theft, bullying, buying and selling of stolen cellular phones and mobile technologies, and publishing compromising information that may harm another individual.

# DEVELOPING AN ICT POLICY FOR THE SCHOOL



**The ICT policy of the school plays a strong role in school development as well as learner and staff accountability and responsible use. A policy can describe the general organisational attitude or approach to an issue. It can be supported by procedures which define the rules, regulations, methods, timing, place and people responsible for implementing the policy. It must assist staff members and learners to navigate through the ICT environment and facilitate the integration of ICT in learning and teaching. To achieve this, the school should model proactivity and a values-driven attitude to incorporate innovative practices and infuse technologies into the whole school environment and curriculum delivery.**

**Implementing an ICT policy in a school setting can bring about several benefits, for example:**

## > Guidance and Standards:

- An ICT policy establishes clear

guidelines and standards for the use of technology within the school. This ensures consistency in how technology is utilised across classrooms and departments.

## > Security and Privacy:

- The policy can outline measures to protect sensitive data, ensuring the privacy and security of both learners and staff.
- It helps establish protocols for safeguarding against cyber threats, ensuring a secure digital learning environment.

## > Resource Management:

- An ICT policy can help in efficient allocation and utilisation of technology resources, including hardware, software, and network infrastructure.

## > Access and Equity:

- An ICT policy can address issues related to equitable access to technology, ensuring that all learners have fair opportunities to benefit from ICT resources.

## > Curriculum Integration:

- An ICT policy can guide the integration of technology into the curriculum, enhancing the learning experience through interactive and digital resources.
- It can support professional development initiatives to ensure that teachers are well-equipped to integrate technology effectively into their teaching methods.



➤ **Digital Citizenship:**

- An ICT policy can emphasise responsible and ethical use of technology, promoting good digital citizenship among learners and staff.
- It can include guidelines on educating learners about online safety, cyberbullying prevention, and responsible social media use.

➤ **Communication and Collaboration:**

- An ICT policy can promote effective communication among staff, learners, and parents/guardians through the use of digital platforms.
- It may encourage the use of collaborative tools, fostering teamwork and communication among learners as well as among the teaching staff.

➤ **Emergency Preparedness:**

- An ICT policy can include provisions for using ICT tools in emergency situations, ensuring efficient communication and coordination.

➤ **Monitoring and Evaluation:**

- An ICT policy provides a framework for assessing the impact of technology on teaching and learning, allowing for adjustments and improvements over time.

➤ **Parental Involvement:**

- An ICT policy can encourage transparency and involvement of parents in understanding how technology is used in the educational process.

➤ **Future-Readiness:**

- An ICT policy can help the school adapt to evolving technologies and incorporate emerging trends into the educational environment.

**A basic ICT policy can prioritise the following:**

- Explanation of overall approach to ICTs, especially the level of management commitment to the use of ICTs;
- Goals for ICT usage in the school;
- Prioritising the use of the computer laboratories, together with an indication of funds that will be allocated to maintain and manage the computer laboratories;
- Timetabling the use of the computer laboratories;
- The use of ICTs for school administration and management functions;
- Clearly defined roles and responsibilities of the eLearning Co-ordinator and eLearning committee members;
- Identification of key training needs for teachers, administrative staff, and SMT;
- Rules and procedures for security, care and management of equipment for all stakeholders; and
- An agreement that expresses the acceptable use of ICTs and technologies for all stakeholders used in the learning environment.

**If your ICT policy is to be successful, it should serve three purposes:**

- Set out the aims and values for ICT which had been agreed by the staff and supported by teachers, learners and parents/guardians;
- Make explicit the principles behind the effective learning and application of ICT; and
- Identifying other principles that the school needs to address, and which formed the basis of a development plan with specific targets.

# DEVELOPING AN ACCEPTABLE USE POLICY

**The aim of an AUP is to establish guidelines for the responsible utilisation of technology resources within the school. The AUP delineates the expectations of individuals with access to the school's technology infrastructure, including learners, staff, and any other authorised users.**

## The scope of these Guidelines encompasses the following areas:

- **Purpose:** Outlines the overall purpose of the AUP, emphasising the importance of responsible technology use in the school setting.
- **Scope:** Describes the individuals or groups to whom the AUP applies, such as learners, teachers, staff, and any other authorised users.
- **Acceptable Use:** Specifies that technology resources are to be primarily used for educational purposes, aligning with the school's curriculum and objectives. It also stipulates expectations for responsible and respectful use of technology, emphasising adherence to laws and regulations.
- **Unacceptable Use:** Specifies what technology is not to be used for, such as cybercrimes, cyberbullying, illegal activities, commercial use and excessive use, to name a few.
- **Network and Data Security:** Encourages users to use strong passwords and maintain their confidentiality. Promotes precautions to prevent the introduction of malware, viruses, or other harmful software.
- **Educational Technology Integration:** Encourages the integration of technology into the curriculum to enhance the learning experience.
- **Equipment and Software:** Places responsibility on users for the proper care and use of all technology equipment.
- **Communication:** Specifies the use of school-sanctioned communication tools and platforms for official school communication.
- **Consequences:** Clearly outlines potential consequences for violations of the AUP, which may include restrictions on technology access, academic consequences, or legal action.
- **Review and Updates:** Commits to periodic reviews of the AUP to ensure its continued relevance and effectiveness.
- **Acknowledgment:** Requires users to acknowledge that they have read, understood, and agree to comply with the AUP.

## REVIEW OF THE GUIDELINES

**These Guidelines will be reviewed when the need arises or in the case of changed circumstances, including changes to legislation and/or regulations and budgetary circumstances.**

**Schools need to decide on sanctions in the case of mishandling, theft and inappropriate use of cellular phones and other mobile technologies.**

### GUIDELINES ON CELLULAR PHONES AND OTHER MOBILE TECHNOLOGIES IN PUBLIC SCHOOLS





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