Najd National Schools
International Program

Technology Policy

Najd National School for Boys

International Program

Technology Policy

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Najd National Schools-International Program Guiding Statements

Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

Najd National Schools-International Program Technology Vision

Technology is a powerful tool, if correctly used can enhance both the academic and working environments at Najd National Schools' International Program. In addition, it has the power to unify the school community by connecting staff, students, parents and community members through its communication network.

Najd National Schools-International Program has developed the following vision statement to guide its work in creating a three-year plan for technology implementation:

Adequate and effectively supported technology will:

- Help in applying the school's Mission, Vision, and definition of Learning
- Be a tool that enhances learning by making the process more student-centered
- Be equally accessed by teachers and students
- Promote effective communication and productivity
- Promote critical thinking and 21st century skills when integrated with all aspects of the academic process
- Promote the development of skills critical to college and career success while encouraging students' lifelong learning

Responsibility of the School

1. To provide a safe environment for the users
2. To provide equal access to available technologies
3. To provide adequate technologies for effective communication
4. To provide adequate technologies to enhance students' abilities and promote student-centered learning
5. To provide necessary tools and training to enhance teachers' performance and enhance the curriculum and its delivery
6. To provide E-mail access for all employees and access to student data such as test scores, grade histories, and attendance which are available in a secure manner to teachers in every classroom
7. To provide access to all staff to information as training materials, policies, and late- breaking information

8. To maintain and update of infrastructure to ensure that technology tools are used seamlessly

9. To keep the dynamic nature of technology which requires that the school's technology vision is consistently monitored and updated to maximize its effectiveness.

Responsibility of the teacher

- To make sure that students understand and use the Acceptable Use Policy of the school

- To promote Digital Citizenship among the students: Internet safety, netiquette, copyrights, and information privacy

- To put in place and apply procedure to manage the classroom effectively

- To integrate adequate activities into the curriculum, aiming to effective use of the devices

- To communicate with parents and keep them updated about their children's learning

NNS-International Program incorporates the research-based ISTE technology standards for educators and students.

The Educator is a(n):

1. Empowered Professional who acts as a:
   - Learner
   - Leader
   - Citizen

2. Learning Catalyst who acts as a:
   - Collaborator
   - Designer
   - Facilitator
   - Analyst

The Student is a(n):

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

Infrastructure

Our data center is located in the main administration building. It consists of 4 main Dell servers (global, web, oracle and antivirus).

- The global server contains the active directory (like employees' account and network IPs).
- The web server contains our school's website(www.nns.edu.sa).
- The oracle server contains the ERP system.
- Our mail server is hosted at google server.
- We have Kaspersky antivirus license for 1020 clients installed on the antivirus server, and we renew it every 3 years.

All these servers are connected to a cisco core switch.

Every building has a network cabinet that contains 2 or more cisco switches. each cabinet is connected to the data center by a fiber cable. We have an internet Mobily fiber link through Cyberia Company with 50 Mbps dedicated.

There are 2 or 3 wireless access points installed in each floor of the buildings. All the students' tablets have an easy connection to them.

Every class has a computer, smart board, projector and an internet connection by wire or through the wireless access points. Just the international classes have Sharp interactive board instead.

BYOD Program

In education, Bring Your Own Device (BYOD) is commonly used to mean permitting students and/or teachers to personally bring their own mobile devices (laptops,

netbooks, tablets, smartphones) into the school and to use those devices to access institutional information, applications, and services.

The success of the BYOD program needs:

- the support of all stakeholders: parents, students, staff, and administrators.
- Three-year plan for implementation
- Software infrastructure:
  - Online textbooks resources
  - Wordbook Online
  - IXL (G4-G8)
  - EDUNATION
  - Other online resources specified by the teacher
  - A mobile accessible portal
    - Displays the most popular applications on the main page.
    - Doesn't overlook the importance of aesthetics. Aim to create a modern design with a clean, simple layout and navigation.
    - Accessed from mobile devices. The design should be easy to view and navigate on a small screen. Another option is to develop different designs for different devices, based on user interaction and screen size.
    - Embeds a micro blog widget to communicate announcements on the main page of the portal. This allows the site moderator to post messages from any computer or smartphone without having to modify the website.
    - Customized portals based on the user. For example, students see applications based on their identification as students
- Establish the physical infrastructure
- Protective wireless infrastructure for a BYOD program provides a segmented student network that is separate from the one used by teachers and administrators, thereby avoiding data security conflicts and protecting student information. Built-in authentication procedures enable monitoring of Internet

usage while ensuring that only legitimate users are allowed to access the network.

- Provide details about the network infrastructure, capacity, security internet access

Device Consideration

The ideal computing device for school use:

- Is lightweight and sturdy
- Is in a protective - carrying case
- Has several hours of battery power and easy options for recharging
- Has wireless capabilities and appropriate software
- Offers sufficient storage

Acceptable Use Policy

We in the Najd National Schools-International Program are pleased to be able to offer our students and staff to the Internet and online resources. We are dedicated to provide the users with a safe environment where the technology is adequately used. The school is concerned by limiting the harm that arises from:

- exposure to harmful or inappropriate material
- the sharing of personal data, including images
- inappropriate online contact or conduct

The school will encourage the students to take responsibility for their own safe use of technology. Students may access the following resources to understand how they can keep themselves safe online:

- http://www.thinkuknow.co.uk
- http://www.childnet.com
- http://www.childline.org.uk/Pages/Home.aspx

The school's information technology resources are provided for educational purposes. Adherence to the following is necessary for continued access to the school's technological resources:

Students must not:

- Allow other people to use their account

- Distribute private information about others or themselves
- Photograph or record members of staff or students without their permission, using devices such as mobile phones, tablets, or cameras
- Send or receive offensive, abusive, or inappropriate e-mails
- Access offensive or abusive material and websites
- Interfere with other users' work
- Use software designed to unblock sites
- Use peer-to-peer file sharing software anywhere on school premises. These include, but are not limited to, Ares, BitTorrent, Direct Connect, Morpheus and KaZaA.
- Abuse equipment
- Make offensive or inappropriate comments regarding other students, staff, or their school

The students must

- Communicate only in ways that are kind and respectful
- Avoid spam, chain letters, or other mass unsolicited mailings
- Follow copyright laws by not making illegal copies of music, games, or movies
- Cite sources when using others' work (avoid plagiarizing)
- Report security risks or violations to a teacher or network administrator
- Report threatening or discomforting materials to a teacher or administrator.

In live classrooms, the student must:

- Set up his own study space well in advance of a remote course lecture. Make sure he is able to work quietly in an environment where he can focus without being disturbed by family members or housemates.
- Be aware that he is on camera, use professional language when speaking during remote teaching sessions, and conduct himself in a respectable manner, in line with face-to-face teaching – towards his peers and his teacher.

- Comply with the rules the teacher will establish inside the online classroom, e.g. the audio/video settings and how to ask questions or interject during a live session.

Consequences for Violation of these rules may result in disciplinary action according to the list of code and conduct provided by the Ministry of Education.

ISTE STANDARDS
FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

ISTE STANDARDS
FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.