

PURPOSE

At Orrvale Primary School we have access to technology tools in the classroom that can—and should— be taken advantage of to enhance teaching and learning. We strive to achieve a balance of screentime that feels healthy, purposeful and proportional. We believe that following these guidelines, will strike a balance between traditional and digital learning methods, fostering holistic development and preparing students for the challenges of the digital age.

1. Teacher prioritisation of physical books. Teachers are encouraged to prioritise reading from physical books during instructional time whenever feasible, fostering a love for literature and tactile engagement with texts. We aim to have a ratio of 80% of mentor texts read aloud by the teacher using a physical text. If copies of physical texts are unavailable, texts can be digitized, and text read aloud by the teacher using the screen as a visual prompt. Teachers should see the Assistant Principal – Curriculum and/or English Learning Specialist for support or the purchase of additional copies.
2. Purposeful use of iPads. iPads should be utilised for purposeful learning activities that enhance student engagement and understanding across various subjects. These activities should be integrated into lesson plans to enrich the learning experience.
3. iPads as texts. This refers to students using eBooks and online libraries such as Epic during independent reading and the workshops. iPads as a reading tool promote digital literacy skills and provide students with access to a range of diverse texts. These skills should be promoted but limited to fortnightly inclusion in Reading and Writing Workshops. An exception is made for non-fiction units. These sessions should be supervised and focused on developing reading skills. Listening to stories read online, via YouTube or sites such as ‘Storytime Online’, should be avoided for teacher mini lessons or workshop tasks.
4. Screentime as reward. Watching television serials or short films as a reward should be limited to eating time on Fridays only, serving as a special end-of-week reward for students. This helps in maintaining a balance between screen time and other activities while fostering anticipation and motivation. Watching movies at other times is for educational purposes rather than entertainment.
5. Screentime for specialised subjects and tasks. Screen time should be prioritised for specialised tasks that require access to technology, such as research, coding, multimedia projects, and educational apps. This ensures that technology is leveraged effectively to enhance learning outcomes.
6. Accessibility, inclusion and differentiation. Screens should be utilised to support accessibility and differentiation, providing personalised learning experiences for students with diverse needs. This may include adaptive technologies, interactive learning platforms, and multimedia resources including text-to-speech capabilities, font adjustments, keyboard use instead of handwriting, and more.
7. Supervision and monitoring of student use. Appropriate supervision and monitoring of students using screens and technology are essential to ensure safe and responsible usage. Students screens should always be visible to the adults supervising. This can be done physically, with the teacher roving and students seated without their back to the wall, or digitally via an online platform such as Google Classroom. iPads in shared learning spaces outside of the classroom should be closely monitored with an adult present. This may include a member of the ES team.
8. Technology as a reward. Access to technology at school is for the purpose of learning and therefore, having ‘free time’ without an educational purpose is not appropriate. This also applies to hot/wet weather timetables and before and after school times