



Te Kura ō Rangi-mata-rau

Digital Technologies Deep Dive

The role of Digital Technologies in Learning at Pt Chevalier School

Point Chevalier School aims to provide a learning environment to grow collaborative and independent learners who are fluent users of technology and furthermore, to deliver the digital technology aspects of the Technology curriculum.

Learning technologies have been a feature of classrooms for many years. From the time of film strips and the overhead projector teachers have looked to the technology of the day to provide learning opportunities for students.

The school charter is our guiding document. The charter was the result of lengthy consultation with staff, students and whānau. One of the three key strategic aims, He Tūranga Kuhukuhu | We Participate, has at its core the notion that we experience a curriculum that prepares us for our future and is inclusive of our needs and interests. One focus of this strategic aim is to become digitally fluent and creative users of technology.

The links to the charter and strategic goal reflect the importance of our children learning to live in a digital world. This document seeks to highlight the drivers for using technology in learning, provide some detail about what happens for our children in classes and where we should head in the future.

Our teachers, students and whānau are on a journey to develop our individual and collective digital intelligence in an ever changing landscape. The way to do this is to use the technology of the now in order to help our children shape and use the technology of the future.

Why is Digital Technology Important?

Using technology as a teaching tool and also making it an area of study in schools is an important feature of a comprehensive, broad-based education.

At Point Chevalier School | Rangī-mata-rau our need to use technology is two-fold. Adopting a blended approach to learning using tools which reflect our contemporary digital landscape while also fulfilling our obligations as a subject learning area within the New Zealand Curriculum (NZC).

Research continues to reflect that the use of technology has a positive effect on learners ability to build academic and social skills while teaching them how to navigate digital devices and spaces. Both of which will serve them well for many years to come in this rapidly changing, tech-savvy world.

Like reading, writing and maths, technology is fundamental.

Technical generations keep getting shorter - a hard drive from ten years ago is probably not going to work in your laptop today. We can not ignore that today's learners face a tech heavy environment. However, supplying computers and good wifi alone generally does not improve students' academic outcomes. It is how it is used by both the teachers and learners that can move the needle.

We have the opportunity to unpack this and create learning experiences for our learners that capitalise on the good, question the bad and reinvestigate the ugly.

The use of digital devices gives teachers and students the flexibility to choose the right mode for the task, skill level and learning environment in the moment. It is this last piece that is vital.

Our kids learn in varying and unique ways on any given day and using technology allows teachers to adapt to what is happening in the classroom in real time. Timely and meaningful feedback delivered in real time gives our learners agency to use it to enhance the quality of their work.

We also want to acknowledge that there will be times when a piece of paper and pen are the best tools for the task. It's this level of flexibility teachers have that facilitates learning that matches the moment.

The use of google docs for a writing task doesn't simply swap paper and pen for a shiny screen. It allows learners to share work in real time with their teachers for feedback, seamlessly edit their text and collaborate with a variety of peers. Complex learning opportunities that a piece of paper can not give. It isn't substituting a task but redefining what it can be.

The use of devices in the classroom is necessary for teachers to deliver the mandated Digital Technologies (DT) curriculum. The goal of which is to *“ensure that all learners have the opportunity to become digitally capable individuals. This change signals the need for greater focus on our students building their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies.”*

For learners to confidently achieve the Progress Outcomes of the Digital Technologies section of the curriculum as outlined in the NZC we must ensure they have opportunities to learn with and about digital technology in junior years that gradually builds skill and confidence into Year 3.

By Year 3|4 learners need to be using digital technology in a variety of different ways and modes to align with the Progress Outcomes for Designing and Developing Digital outcomes (DDDO). Our approach to this is an integrated one that seamlessly builds learning culture and develops skill.

Taking an integrated approach sets up digital technologies to support all other learning areas while building skill in using the devices themselves. Rather than focus on a set of particular apps we want to ensure that learners continuously build upon skills that can be used across any number of programs or applications i.e. how to save files correctly, import/export files, naming conventions, log in and out of devices, strategies to problem solve when issues arise.

Developing this level of digital fluency supports our learners to thrive in the digital age

What's happening across our year groups now?

Currently across the school we are offering a range of age appropriate digital devices and experiences to support learning.

Digital Citizenship & cybersafety are regularly interwoven into contextual learning opportunities. What this looks like could be as simple as jumping on a teachable moment when students are searching online to continue to develop understanding of what a safe search is, how to do it and implications that may arise.

Below we have highlighted what this may look like across the years. It is important to note that apps and tools may change over time. As a school we aim to keep up with changes in order to best meet the needs of our learners.

Year 1 and 2

The nature of learning in the early years means that all activities are teacher led. Teachers will put a very fine focus on how and when children are using technology. Below are some of the ways that students engage with technology for learning.

- Digital Citizenship is taught through the Core Values and aligns with the NZ Police Keeping Ourselves Safe programme.
- Kind comments are modelled and encouraged
- Teacher led access to learning apps
- Open & close apps
- Different uses of the camera and photos for learning
- Story apps (listening post)
- Google Read & Write extension - to support literacy
- Range of learning websites with pre-assigned activities to support learning
- Using a range of tools to publish work, e.g. on book creator requiring no log in
- A range of digital teaching tools such as projectors and TVs, story website and appropriate youtube clips may also be used in the classroom to support learning

Year 3

- Digital Citizenship is woven in with the Core Values - scenarios begin to include digital platforms
- Netsafe resources and videos are used for Digital Citizenship
- A range of digital teaching tools such as projectors and TVs, story websites, teaching resources (such as story starters) and appropriate youtube clips may also be used in the classroom to support learning
- Google Sites & Google Classroom used to house teaching materials, modelling, examples, timetables and rewindable learning
- Google Read & Write extension - to support literacy
- Wider range of learning websites with pre-assigned activities to support learning. These activities may be in the form of a game requiring repetition/maintenance of a skill
- Teacher (supports) managing children's drives through Hapara
- Later in the year, develop use of photos and videos to support learning, allow more in depth methods of sharing and reflecting on their learning

Year 4

- Digital Citizenship is woven in with learning about the Core Values
- Google Classroom to support learning and student agency
- Google Apps for Education suite - GSuite
- Google Read & Write extension - to support literacy
- Stop Motion & iMovie
- Basic coding apps and sites (such as Scratch)

- Wider range of learning websites with pre-assigned activities to support learning. These activities may be in the form of a game requiring repetition/maintenance of a skill
- Development of searching skills on Google
- Teacher (supports) managing children's drives through Hapara
- Google Sites is a repository of teaching materials, modelling, examples, timetables and rewindable learning
- Use of photos and videos to support learning, allow more in depth methods of sharing and reflecting on their learning

Year 5 and 6

- Digital Citizenship is woven in with the Core Values
- Linewize (filtering system) use is modelled and used as and when necessary
- NZ Police Keeping Ourselves Safe programme has specific links to digital safety
- Student agency around best tools for learning is increased
- Chromebooks & iPads available - increased student agency around which tool is best for the job (eg. filming on iPads, not Chromebooks)
- Ipads - range of apps to support learning
- Google Apps for Education suite - GSuite
- You tube - pre-selected clips to support learning; strengthened modelling process
- 100 word challenge - allows for international feedback and audience, in a controlled platform
- News websites, podcasts, Ted Talks - in parallel with teaching literacy skills around cross checking & keyword selection
- Google Sites is a repository of teaching materials, modelling, examples, timetables and rewindable learning
- Confidently use photos and videos to support learning, allow more in depth methods of sharing and reflecting on their learning

In addition to the above progressions all classes are using Hapara (a management platform) which allows teachers to support children with managing their Google Drive. Linewize is an additional security dashboard that allows teachers to manage access and track online activity.

All children at Point Chevalier School have some apps and extensions that have been pushed out by our ICT lead team via our app management software. This supports learning (eg: Google Read&Write) or ease of use of devices (eg: Google Classroom, Hapara dashboard).

All children also are assigned a Hero profile as part of our Student Management System. In addition to teachers updating children's learning progressions, we aspire to have our learners also uploading artefacts against their own learning goals. This process that the children learn around this is two-fold i) operating the software ii) the thinking behind what is an appropriate piece of learning to upload against goals

Digital Wellbeing across the School

- Year 0-4 use a variety of Netsafe NZ tools to teach digital citizenship and safety
- Teachers build in 'think alouds' when they are modelling technology use
- Teachers request and justify apps and extensions they would like for learning for their year level and the school's digital administration team deploys them to class ipads and chromebooks.

What are we currently building towards and how?

We are continually looking to develop our practice and develop learning opportunities for our students, like every school in the Aotearoa. We are focussing on Culture, Skills and Access.

Culture

- Develop and build on a culture where teachers and students are confident to embrace the seamless weaving of assessment for learning and effective classroom pedagogy
- Promote the fluent use of digital technology
- Allow for messy mistakes - making mistakes in a safe environment
- Allow for problem solving but more importantly problem finding
- Device for purpose, confidence (DDDO.1)

Developing digital technology skills

We experienced external PLD that was not as effective as it could have been. As part of this review we realised this was not an effective model from the point of view of delivering progress outcomes. In September of 2020 we began our annual budgeting and review process with the view to employing a teacher to work alongside our teachers and children. The School Board approved the Budget in December 2020 and the Annual Plan in February 2021. During 2021 we had a Creative Technologies co-teacher who is working alongside both learners and teachers to develop a local curriculum reflective of our goals above. This allowed us to create and implement a series of smaller steps to support learners to succeed at the Progress Outcomes. This allowed teachers to confidently implement the Digital Curriculum in their classrooms. It was also a solid

foundation for using digital technologies as a mesh to support integrated learn opportunities that see our learners being creative. Creating and making with technology can only come after skills have been introduced, nurtured and developed.

Year 1&2

In the junior years we want learners to have opportunities to create a range of digital solutions through guided play, hands on tinkering and integrated learning. These will be teacher-led activities that tie into the other learning areas explored in class.

This could look like students using coding apps or simple robots to support positional language or taking photographs of playground insects using ipads and adding text to describe their findings. The use of digital technologies is aimed at gaining exposure and learning how to control the devices safely.

Year 3

In Year 3 we want students to start to feel confident in their use of digital technology and begin to develop an understanding when it is appropriate to use. This starts by giving structure to simple digital tasks i.e. using folders to organise digital information.

Building on this will be teacher-led activities that incorporate collaborative digital environments such as Google Suite or visual programming apps.

When introducing new digital environments, Teachers may choose to start with a simple substitution of analog to digital. The aim is to get students comfortable using a range of different programs and embed practical digital skills while understanding how to navigate digital spaces safely and responsibly.

As the year progresses learners will have opportunities to create with technology in new and innovative ways that supports their learning across the curriculum. This might look like creating collaborative interactive artworks which blend evidence of science understanding of electricity, digital technology concepts of inputs and outputs, computational thinking using visual programming and also link to art or language concepts.

Year 4

By Year 4 we would like to see students feeling confident using digital technology. This level of control and confidence comes from continued exposure to tinker and create with technology to evidence learning in creative ways.

This may look like creating mini games for peers using visual programming to show understanding of maths concepts or designing new innovative habitats for endangered species using 3D modelling software and presenting 3D printed

prototypes. Digital outcomes build skill while linking with other learning in the classroom and establish real world links.

Year 5&6

By Year 5 learners will be working towards Computational Thinking Progress Outcome 2 which requires students to learn programming in digital environments. This overlaps with the Designing and Developing Digital Outcomes Progress Outcome and will see our learners continue to develop understanding of visual programming.

Using our integrated approach these progress outcomes will see learners have the opportunity to create with both hardware and software in creative ways. An example of this could be using Micro-bits to create skip counters for use in PE. Learners would need to design, make, test, code and problem solve to create an outcome that is fit for purpose. To extend this further learners could design and 3D print cases to protect the Micro-bits.

As learners use, create and share digital outcomes there will be ongoing conversations and lessons about cybersafety, including cybersecurity and intellectual property as part of the classroom dialogue.

Access

The school's digital administration team aim to strengthen school processes which provide equitable access to devices across all classrooms

- Current resourcing is sufficient based on data collected by the school's digital administration team at the beginning of year
- Students that need devices are identified by the class teachers and devices are allocated by school's digital administration team
- Every class has ipads and Years 2 to 6 have chromebooks as well.
- Years 2 to 3 have the use of a COW (computers on wheels trolley) during class times, which is timetabled
- Help desk -if teachers have any ICT issues or concerns they email our Help desk. Examples are damaged and broken devices, passwords, emails, logins, wifi, classroom equipment and requests for fixing equipment, children having problems with devices. The school's digital administration team has a release day to resolve issues as well as external support being available when needed
- User Agreements - Classroom teachers keep track of these and report back to leadership if there are any who need follow up or extra help in understanding the documents. Agreements are respectively stored on a child's profile in Hero
- Upgrade and replace equipment. For newer equipment we repair them, for older devices we replace them when needed

- Every year level has a member who is part of the eTeam. They give updates on what their team is doing. They also give feedback to teams about effective teaching and learning using digital technology
- The eTeam's next step is to identify future purchases of new and innovative technologies (hardware and software) to support learning
- Since the first lockdown, we have kept of a log of families' access to devices and internet and provided as much as we could to assist them, above and beyond the MoE provisions.
- We have maintained access to the Flexible Learning Portal to allow those families taking a cautious approach to still access learning from home (although this is not currently being updated).

What's on the Horizon?

- Parent evenings that will focus on community needs as they arise
- Clarity and regularity of information to parents
- Build learner agency to share learning artefacts through Hero
- Continue to deepen teacher skill in the use of iPad and chromebooks for learning

and finally...

Teachers, students and whānau are all at different stages in their relationship with technologies. Teachers of yesteryear struggled to get the filmstrip projector to work. Grandparents rely on their grandchildren to set up the new TV or get them connected on their mobile phones.

We are constantly in a state of change.

The one constant is that schools are charged with preparing children for the world they live in. Teachers at Point Chevalier School | Rangī-mata-rau take great care in learning to use technology in a balanced way to meet the needs of all our students.

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Appendix

Technical Information

Resources We Use

Point Chevalier School | Rangi-mata-rau has a number of digital devices available to our learners.

- Chromebooks - As a school we have about 230 devices. These are distributed to all classes from Years 3 to 6
- Classroom teachers identify children that need devices at school and devices are given according to the needs in classes
- Years 2 to 3 have the use of a COW (computers on wheels trolley) during class times, which is timetabled
- iPads - Currently we have 235 iPads. Years 0 to 3 have 7 iPads per class as well as a teacher iPad. Year 4 has 6 iPads per class as well as a teacher iPad. Years 5 to 6 have 5 iPads per class as well as a teacher iPad
- Specialist Teachers and Teacher Aides also have their own iPads.
- Eddison Robots - shared between older classes to put a practical application to coding
- Parrot Drones - 2, a practical application to coding
- Digital Video recording equipment - iPad, Lenses, Lighting, Sound mics, tripod
- Apple TV & Chromecasts in classrooms; Projectors; TVs
- Teacher laptops and iPads

The Role of BYOD and the Role of School Equipment

Both school owned devices and BYOD technology are digitally managed in the same way, in that they all operate through the Google Apps for Education Suite. In the case of BYOD technology, we strongly encourage students to have a profile on their device that is the only one they log into at school.

Hardware is looked after in a similar way, in that teachers provide a space for devices in the learning environment and classes have guidelines around where to leave devices when they aren't being used, how to charge them, etc.

School owned devices are distributed in a way that means Yr 3-6, have 1 between 2 in the classroom. BYO devices means that children have their own device brought from home. BYO devices are set up in a way that they are familiar with and can confidently operate.

A range of options mean teachers are well resourced to make decisions about the best tools to use for the learning for each student.

How Do We Maintain Security?

Our overarching filtering system is robust and current (see FAQs).

As part of our Digital Citizenship education, we teach children not to share their password – teachers and the adults that look after them are the only other people who should have access to these. Behaviour that reflects our School Core Values means that children are mindful of not only their own online security, but that of others.

The level of management we have over the @ptchev.school.nz domain means that we are alerted to most breaches of security.

Cyber Alerts and Breaches

Linewize emails the school administration team to alert them of any concerns around breaches.

The admin team notifies the teacher, who then notifies the child who did the breach

Depending on what the breach is and the severity, the school then follows the Point Chevalier Five Step Process (Restorative Behaviour Approach).

Teacher ongoing professional development is an important component of safety as well. Teachers undertake professional learning through Netsafe as and when it is necessary, such as a change to legislation, and increase in a particular concern online, or on a regular basis inline with the school's professional development work plan.

Responsible Digital Technologies User Agreements

The Responsible Digital Technologies User Agreements were revised at the beginning of 2021. This was the result of staff feedback, parent feedback and best practice. The revised agreements have been a collaboration between Pt

Chevalier School & Netsafe taking into consideration needs and wants of our community.

- [Year 3-4 Responsible Digital Technologies User Agreement](#)
 - school, whānau and learners work together to unpack this agreement
- [Year 5-6 Responsible Digital Technologies User Agreement](#)
 - school, whānau and learners work together to unpack this agreement
- Year 0-2 internet usage
 - parents/caregivers agree to this at enrolment, on the child's behalf

Commonly Asked Questions

As with many things in education, there are components of Digital Technologies that are part everyday business at school. Our staff are aware of these, just as they are aware of other structures, systems and resources. Due to the 'business as usual' nature of these components, they are sometimes not clearly shared with parents, as there is an assumption that the community will trust that these things have been thought of and actioned. It has become apparent though, that in the area of Digital Technology, some parents can have a heightened sense of concern around the assumed components of our approach.

Below is a range of the questions that we are most frequently asked and the appropriate responses.

How do you care for the children's physical safety and wellbeing?

Pt Chevalier School is committed to ensuring the safety and wellbeing, as far is reasonably practicable, of students, employees and visitors.

The physical component of this, in relation to the use of digital devices aims to ensure we take into consideration children's posture, impact on eyesight and the addictive nature of screens.

Our Year 4-6 classrooms are equipped with a range of ergonomic furniture, with Year 2&3 being the recipients of the next furniture roll out. This allows children to sit in a range of positions across the day. At times, teachers will remind children of how to sit, but realistically, children will relax into a position they are comfortable in, much like when they are writing with a pencil or reading a book.

With regard to eye-care, the classroom programme is delivered using a range of platforms and tools, meaning that children are not often looking at a screen for an extended period of time. The very nature of a classroom programme means that most learning activities, regardless of the medium, take place in short, sharp bursts.

At a younger age, children are supported with managing screen use. As the children's level of understanding increases and our focus shifts to the science behind our brains and learning, we also talk to the children about the physical impact of device use on their brains and bodies.

How do you care for the children's mental and emotional wellbeing?

The Pt Chevalier School Board seeks regular assurance for Senior Leadership that Digital Technology and Cyberbullying procedures are in place and adhered to in addition to use of Responsible Digital Technology User Agreements.

We have a solid approach to data filtering. We believe that alongside reliable filtering, it is important to create a culture where online safety is talked about and children and adults know what to do and how to act to keep safe online. Many of these actions are listed in our school's Responsible Digital Technology User Agreements. Our teachers strive to create learning environments where student voice is valued in planning the learning and therefore valued if they have concerns about anything.

Our staff and students plan and participate in two programmes developed by the NZ Police – Kia Kaha, an anti-bullying programme and Keeping Ourselves Safe, an age appropriate anti-abuse programme. Both of these programmes teach invaluable skills in ways children can keep themselves safe in both the face-to-face world and the digital world. The skills learnt in these programmes are reinforced throughout the year. Where and when necessary, we seek support from external experts such as Netsafe and teachers also participate in a Professional Learning Programme that includes keeping their online safety approaches relevant.

Any breaches of the Responsible Digital Technology User Agreements are dealt with inline with the school's Behaviour Approach, which aligns with the school Core Values and follows processes dependent on the type of behaviour and regularity with which it occurs.

Do Year 0-2 have their individual gmail address used to log into anything?

All children at Pt Chevalier School are assigned an individual email address at their time of enrolment. This email address comprises their first name and the first two letters of their last name, meaning at no stage is a child's entire name entered anywhere online outside of our internal Student Management System.

In Year 0-2, the children do not use their email address. Any apps or software that they use are logged into via either a classroom based email (such as rml-2021@ptchev.school.nz), through the teacher's email address, or use apps which require no log in beyond the teacher using their school assigned ID to download it.

What filtering systems does the school have in place?

Our internet is filtered through a two-tiered system. Our network is managed by

Network for Learning (N4L), the crown company that supports all New Zealand schools with their inclusive and safe network. Secondly, all content that reaches devices is managed at a school level by Linewize school management system. There are a number of administrators in the school who meet weekly to discuss any attempted breaches on the filtering systems.

N4L filters content, as does Linewize. Linewize has the added layer of functionality in that teachers can see all children's screens as well as limit them to certain websites. Although this is an option, we strongly believe in building a culture of trust.

Like anything, Pt Chevalier School takes great care to mitigate any risk to children on being online, but cannot offer a 100% guarantee that our learners will be protected from every 'corner of the internet'. We feel this is a realistic approach and why we don't rely solely on our filtering system but also on a culture of trust.

How long in a day do the children spend on digital devices?

This is a difficult question to answer, just as it would be difficult to measure the length of time children are holding a pencil for or how long they are reading for. The length of time a child spends on a device will vary depending on a number of factors such as what is best for the current learning, the age of the child, what the best tool for the job is and what else is going on in the curriculum at that time. Children will spend more time on devices some days than they will on others. Indeed, there may be days they are not on a device at all.

What we can assure whānau of, is that children do not spend all day on a device, looking only at a screen. They may be watching a video as they practice something, they may be collaborating with a buddy with one screen and lots of conversation, or they may be working individually on their screen. Again, the very nature of learning means that they will not be engaged in any one activity, position or task for a very long period of time.

What do you teach the children to do if they see something that can't be unseen?

In the first instance, children are taught not to put themselves at risk by only searching for appropriate information. When children are first learning to undertake research online, teachers will often share a list of websites that they are to use.

We encourage the children to shut their lid or turn their iPad over if they see something they think is inappropriate. It is also suggested they do not tell other children to look at what they have found, but go straight to the teacher.

We encourage teachers to 'think aloud' as they are doing things online in view of the children. Teachers also take the 'teachable moments' when something may come up that children weren't expecting.

Why are children given their own email addresses?

Children having their own email addresses allows a great sense of agency and responsibility, still within the controlled confines of the school email system. As children develop their Digital Citizenship skills, they need to be allowed space to rise to these expectations. Individual email addresses also allow for very precise management and tracking what children are doing online. Actions undertaken when logged in as a generic email, such as the class email address, can present a challenge when monitoring behaviours linked to certain children.

The school uses gmail for email. Is that safe?

Although Gmail is the platform that hosts our emails, all staff and student emails are assigned to the domain@ptchev.school.nz. This allows us to manage the children's emails. The Google Education suite is acknowledged as a standard tool for use in New Zealand Schools

Is device time used as a reward?

No.

Is device time used as busy work?

No.

Are students allowed on a device without adult supervision?

No.
