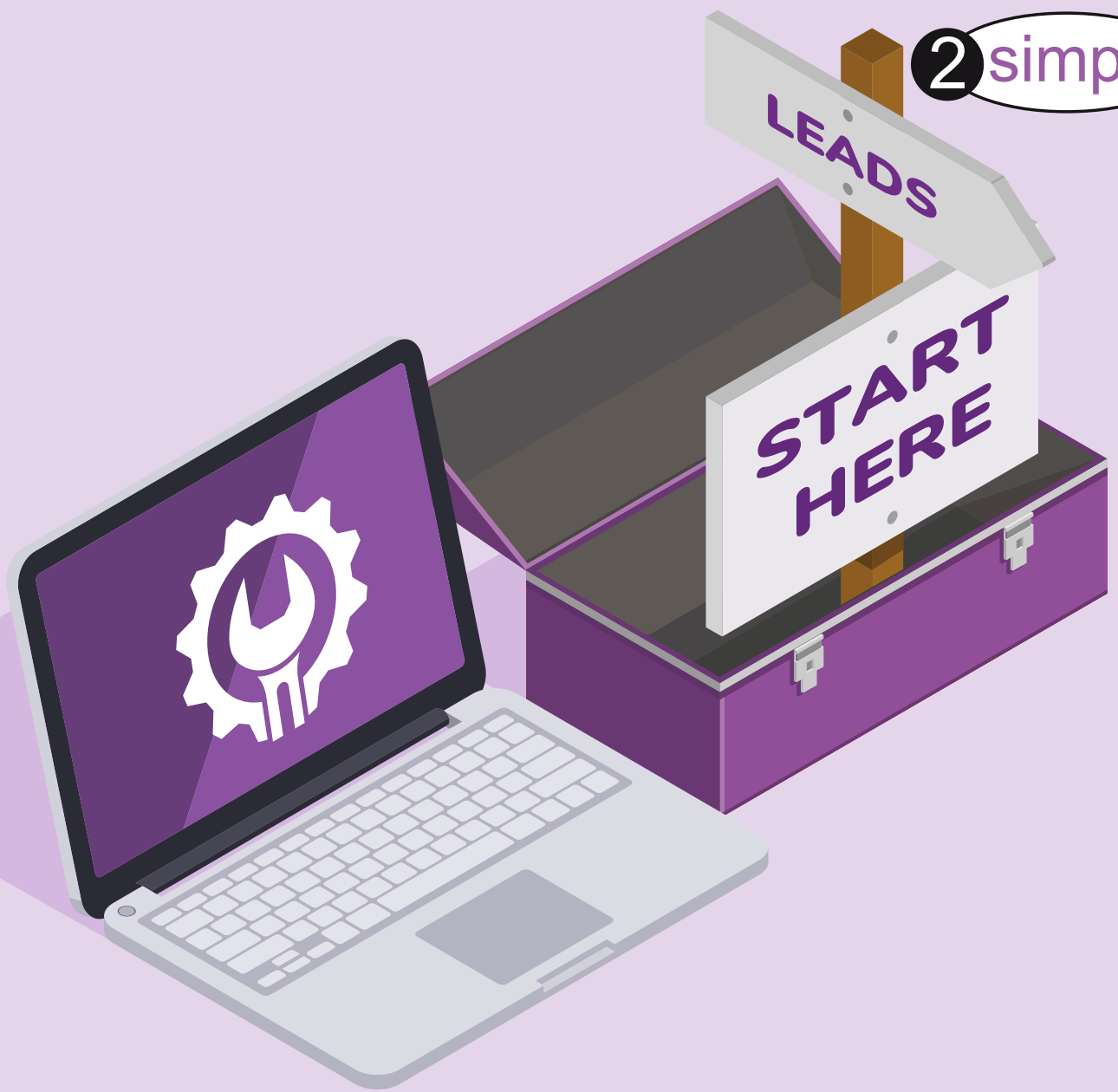


2 simple



Digi Tech Coordinator's
Toolkit Overview



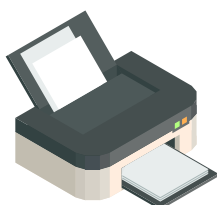
Welcome to the Digi Tech Coordinator's Toolkit by 2Simple

Thank you for choosing the Digi Tech coordinator's Toolkit by 2Simple. We want to support you in every step of your leadership of Digital Technologies, whether new to the role or experienced. The toolkit aims to save you precious time and ultimately help you establish excellence in Digital Technologies within your school.

It may not be necessary to use every tool; this will depend on what is already in place within your school and how well specific areas of Digital Technologies are performing. However, you should find that there are a few tools you just can't live without.

This overview contains a 'Summary of content' section with detailed descriptions of each item. We suggest before implementing anything new or making changes to existing arrangements, government legislation and local authority guidance should be consulted.

If you have any questions or would like further support, please do contact us at support@2simple.com.au



All content will contain a front cover and, where necessary, additional information pages. Please be aware of this before printing anything out.



Summary of Content



ACCEPTABLE USE AGREEMENTS

Acceptable Use Agreements are essential in helping to establish a shared safe practice school culture. All stakeholders should agree to acceptable use of school systems and equipment.

- **Acceptable Use Agreement EYLF** - Aimed at children from the ages of 3 to 5, this can be easily adapted for display in learning environments as a visual reminder to all the children. There is space for the child's parents/carers to acknowledge the agreement.
- **Acceptable Use Agreement F-Y2** - Aimed at children from the ages of 5 to 7, this should be shared with the children and there is a space for parents/carers to acknowledge they have discussed it with their child.
- **Acceptable Use Agreement Y3-Y6** - Aimed at children from the ages of 7 to 11, this should be shared with the children and there is a space for parents/carers to acknowledge they have discussed it with their child.
- **Acceptable Use Agreement Parent/Carer** - This contains editable information. It can be used as a permission for access form and for helping parents/carers become more aware of the school's online safety aims and best practice.
- **Acceptable Use Agreement Staff** - This contains editable information. Not only does this serve as a comprehensive agreement, it works well as a reminder to staff of their responsibilities.



ACTION PLANS

Action plans which contain concise and achievable actions will help Digital Technologies Coordinator demonstrate better impact. Action plans should always consider the overall current position of a school and a school's aims for the academic year.

- **Action Plan Example** - This example contains guidance on how to formulate a successful Action Plan.
- **Action Plan Template** - For Digital Technologies Coordinator that don't have a set proforma to use, this template is the perfect solution.



AUDIT OF DIGITAL TECHNOLOGIES

Auditing Digital Technologies will help a Digital Technologies Coordinator gain a better insight into strengths and weaknesses. Audits should be used to help support formulation of key actions for the Action Plan and measure impact of existing actions.

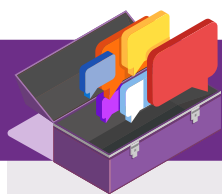
- **Audit of Digital Technologies** - A comprehensive set of questions to probe strengths and weaknesses of Digital Technologies with space to formulate key actions.



DIGITAL TECHNOLOGIES POLICY

Digital Technologies policies should always be created in collaboration with other members of staff, particularly senior Coordinators who have welfare responsibilities. It is essential that any current legislation that applies to areas in this policy are clearly addressed. Digital Technologies Coordinators should make themselves aware of policy protocols for their school. There may be a separate Online Safety Policy or Online Safety maybe part of the Welfare Policy. Either way, explicit reference to associated policies should be made where necessary in the Digital Technologies Policy.

- **Digital Technologies Policy** - An example policy which can easily be adapted to suit a school's requirements.



GLOSSARY OF ONLINE SAFETY TERMINOLOGY

Staff should have a good understanding of online safety. Their knowledge of current terminology and current trends should be secure in order to help them spot potential risks to children.

- **Glossary of online safety terminology (STAFF USE ONLY)** - A glossary of online safety terminology for display in staff-only areas. Due to the nature of some of the terminology, **this is not suitable for areas in the school accessible by children.**



STUDENT AND PARENT/CARER VOICE

Understanding Students', parents'/carers' experience and knowledge of Digital Technologies and online safety is a must. The frequency and method of gaining insight from these important school stakeholders should be agreed with senior Coordinators.

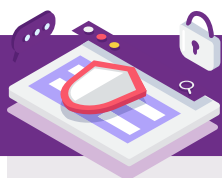
- **Student Voice Digital Technologies EYLF** - A proforma aimed at children aged 3 to 5.
- **Student Voice Digital Technologies F-Y2** - A proforma aimed at children aged 5 to 7.
- **Student Voice Digital Technologies Y3-Y6** - A proforma aimed at children aged 7 to 11.
- **Student Voice Online Safety F-Y2** - A proforma aimed at children aged 5 to 7.
- **Student Voice Online Safety Y3- Y6** - A proforma aimed at children aged 7 to 11.
- **Parent/Carer Voice Digital Technologies and Online Safety** - A proforma for parents/carers.



PROGRESSION OF SKILLS

Having clearly defined skills to be learnt in each teaching session supports teachers in delivering high-quality lessons that lead to high-quality outcomes for all learners. Furthermore, this supports greater precision when assessing Students performance.

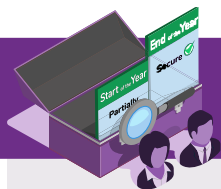
- **Progression of Skills** - Years 1 to 6 skills progression document which should be shared with all teaching staff to support planning, delivery of lessons and assessment.
- **Progression of Skills: Individual Year Groups** - Individual year group versions for teachers.
- **Progression of Skills: Large Wall Display** - This version can be displayed in large communal areas.
- **Progression of Skills: Individual Statements** - This version is handy to display or share with children when focusing on a skill.



WELFARE OFFICERS POSTER

Does everyone know who the welfare team are in school? Would visiting teachers know who to go to with a concern? Having visual posters with images and contact details of the Welfare Team is reassuring and, ultimately, good practice.

- **Welfare Officers Poster** - Two formats which are editable for display in communal areas.



SELF-EVALUATION

The more reflective a Coordinator is, the more standards in their subject will be driven forward.

- **Self-Evaluation** - A comprehensive tool which is designed to elicit self-reflectiveness. To get the best out of this tool, it is recommended that a self-evaluation takes place once per term. It can be used as supporting evidence for appraisals.



STAFF SURVEYS

Understanding staff capability and overall knowledge will help a Digital Technologies Coordinator grasp a clear picture of which areas need attention. Whenever surveys are conducted, strong emphasis should be placed on staff being as transparent as possible with their responses.

- **Staff Online Safety survey** - This is intended for all staff. Some contents within it may need to be left out, depending on the responder's role.
- **Teachers and support staff Digital Technologies survey** - This is designed to be responded to by all staff who teach and support children in their learning.



TIPS FOR DIGITAL TECHNOLOGIES COORDINATORS

These helpful tips should come in handy for all Digital Technologies Coordinators, whether new or established.

- **Tips for Digital Technologies Coordinators** - A quick-start set of tips which are designed to be kept in a Digital Technologies Coordinator's file.