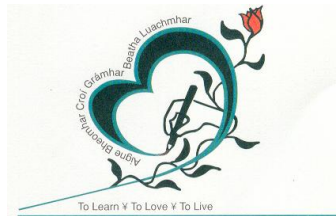


Coláiste Eoin / Scoil Eoin

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I.C.T. Policy

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Information Communication Technology for J.C.S.P.

1. Introductory Statement

This programme will introduce students to:

- I.C.T.
- Hardware and software
- Input devices
- Word processing
- The Internet

This programme was devised locally in conjunction with J.C.S.P., I.C.T. advisor @ D.W.E.C. Tallaght, and the N.C.T.E. at D.C.U..

2. Rationale

The main purpose is to enhance the learning process in all its facets and to enable students to gain skills in I.C.T.

3. Relationships to Characteristic Spirit of the School

The school is always seeking to improve the learning opportunities for the students and we believe that I.C.T. will be an effective tool for learning and a useful skill in its own right.

4. Aims

In keeping with the aims and objectives of the J.C.S.P. the school would expect that the introduction of the plan will

- Introduce all students to I.C.T..
- Provide the skills needed to access and utilise I.C.T..
- Enhance the students overall learning opportunities by use of I.C.T.
- Introduce all students and give guidance in “safe” use of the WWW/Internet.

5. Content of the Plan

- a) Introduction to I.C.T., specifically
 - Computers,
 - Printers
 - Digital Cameras
 - The Internet
- b) Teach correct use of the above.
- c) Use of the above in the learning process, i.e. literacy/numeracy.
- d) Introduce and utilise relevant material for the learning process.
- e) Demonstrate how I.C.T. can enhance the work of literacy/numeracy.
- f) Use of continual assessment to monitor progress of students.

6. Guidelines

Year Plan

September	<p>The Student can:</p> <ol style="list-style-type: none"> 1. Locate all letters, numbers, symbols and punctuation marks on the keyboard. 2. Read all letters, numbers, symbols and punctuation marks on the keyboard. 3. Recognise important words which refer to the keyboard.
October	<p>Identify operating keys on the keyboard. State the function of each of these keys. Locate the insertion point before typing.</p>
November	<p>Key in practise work to demonstrate key functions. Key in letters in lower and upper cases. Use both SHIFT and CAPS LOCK keys to produce capital letters and second functions.</p>
December	<p>Correct spellings using the necessary keys. The student will produce work which demonstrates understanding of the following keys and their specific functions:</p> <ol style="list-style-type: none"> a) Letter keys b) Number keys c) Arrow keys d) Enter or Return keys e) Shift keys f) Caps Lock keys g) Space Bar key h) Tab key I) Delete key j) Those keys with Double Function, e.g. the = and + keys
January	<p>Type a simple letter using correct lay out. Type up specific documents such as, Curriculum Vitae, menus.</p>
February	<p>Name and Open a word processing package. Set up a page for typing. Set up text (font, size and style). Produce an accurate copy of work tendered.</p>
March	<p>Name a piece of work in a word processing package. Save that piece of work. Close the saved piece of work. Retrieve the saved piece of work.</p>
April	<p>Edit a text to change size. Edit a text to change font. Edit a text to change style. Save the edited text.</p>
May	<p>Preview a piece of work, prior to printing. Print that piece of work. Print from a specific software package, e.g. MS Creative Writer.</p>

Computer Skills

The student can:

1. **Turn** on/off the computer.
2. **Understand** the start up process, i.e. virus check.
3. **Use** the correct shut-down procedure.
4. **Identify** various software packages and their functions.
5. **Open** specific software packages to carry out specific tasks.
6. **Close** specific software packages correctly.
7. **Insert** CDs, DVDs, disks and memory sticks correctly.
8. **Access** material from any of the above.
9. **Save** work to the hard disk or any of the above at no. 7.
10. **Retrieve** work saved previously.
11. **Print** work.
12. **Recognise** the names of the main parts of the computer and its related hardware, e.g. monitor, mouse, scanner, printer.
13. **Show** proper control of the mouse and its functions.
14. **Report** any faults to equipment.

Internet Skills

The student can:

1. **Access** the internet from the **icon** on the desktop or from the **start up** menu.
2. **Know** the school website name and address, scoileoin.ie.
3. **Recognise and use** the internet **address bar**.
4. **Use** the school website as homepage.
5. **Insert** search data into address bar.
6. **Locate** search engines, i.e. Google.
7. **Recognise and use hypertext**. Use school website for this exercise.
8. **Recognise and use hypergraphics**. Use school website for this exercise.
9. **Navigate** the school website using hypertext and hypergraphics.
10. **Know** the terms offline/online.
11. **Access** specific information on the WWW.
12. **Print** off information from the WWW.

7. Methodologies.

1. Small groups at all I.C.T. classes.
2. Introduce language component functions of I.C.T.
3. Keyboard skills and typing.
4. Use of software packages.
5. Two to one Internet instruction and supervision.

8. Success Criteria

1. That the **remedial** group improve their skills with :
 - ❖ letters (letter sounds)
 - ❖ words (word sounds and meaning)
 - ❖ reading for meaning (reading a short text for meaning)
 - ❖ hand writing (writing short story/letter)
2. That the remedial group will learn new skills in I.C.T., specifically.
 - ❖ use of the keyboard.
 - ❖ use of the calculator
 - ❖ use of word processing package.
 - ❖ use of a paint package.
3. That the class groups in first and second year will acquire:
 - ❖ I.C.T. skills in the following areas.
 - ❖ keyboard
 - ❖ word processing
 - ❖ use of input devices, i.e. mouse
 - ❖ saving work on computer
 - ❖ retrieving saved work
 - ❖ printing work for folder.

9. Roles and Responsibility

The I.C.T. programme for the Junior Certificate School Programme has been dev ised by our dedicated I.C.T. team. Our special needs assistant and I have used the guidelines from the Curriculum Development Unit to develop the programme. Since beginning this programme, we have submitted new learning objectives for I.C.T., particularly in relation to the internet. We have also had a visit and advice from the I.C.T. advisor from the Dublin West Education Centre, which was of great value to us. Our internet programme was devised with the assistance of all the above and the N.C.T.E.. Two manuals from N.C.T.E. were used in devising this policy.

1. ICT Planning and Advice for Schools
2. ICT in the Primary School Curriculum.

Parents have been made aware of our internet programme and have received copies of the school's Acceptable User Policy, which they were asked to read and sign as a requirement for their child's participation in the programme. The internet tuition programme is delivered on a ratio of two students to one staff on the advice and agreement of the I.C.T. division of the Dublin West Education Centre.

10. Implementation Date

The general I.C.T. policy for the implementation of the J.C.S.P. is in place since September 2004. The programme for the introduction to and instruction in the Internet and its usage began after Easter 2005.

Overall delivery of the I.C.T. programme will be monitored if any of the elements of the programme need modification.