



Digital Citizenship

Vision & Framework

Vision

As a Christian learning community, our beliefs are founded in God's word and our common goal is to glorify Christ. Members of the Wycliffe community also belong to other broader communities, including online communities. We are committed to embodying the school vision statement in our community by our behaviour in digital realms, teaching and guiding our students to do the same.

This involves deliberate teaching of attitude, behaviour and skills that will shape a culture of responsibility, respect, protection and education in the digital space. We call this **digital citizenship**.

This is more than adhering to a code of conduct or a set of behaviours. It is an outworking of the school vision statement as our students are nurtured in faithful kingdom living in the physical and virtual world, equipped to seek truth, encouraged to exercise discernment and enabled to act thoughtfully individually and in relationship when learning, working, playing, communicating, creating and relating through technology.

We are committed to improving digital citizenship values in our community by:

- Embedding digital citizenship in our curriculum through K-12.
- Providing regular training to staff to facilitate a culture change.
- Regularly revisiting our ICT policies, including around mobile device use, privacy, and acceptable use agreements.
- Steering our ICT strategy - the technology we use in the classroom, and the infrastructure that supports technology at Wycliffe, including connectivity and content filtering.
- Partnering with families by raising awareness of digital culture, advocating for value-based digital parenting, and providing resources and training opportunities for families.

Framework

There many aspects to Digital Citizenship. At Wycliffe we identify these 6 key aspects as important for our community:

- **Literacy** - Our ability and confidence in technical skills & using technology.
- **Health & Wellness** - Practices to protect our physical, emotional, mental and spiritual health, such as ergonomics.

- **Etiquette** - The cultural assumptions we make when communicating online.
- **Footprint** - The trail we leave behind when doing anything online, and how it might impact us in terms of reputation, financially, or personally.
- **Law & Copyright** - The law in the context of using technology.
- **Security & Privacy** - Practices to protect our identity, personal data and information.

Three key values we encourage as a lens through which we see these areas are **respect**, **protection**, and **education**.

Measuring our success

One way to measure the effectiveness of a Digital Citizenship education program is to use the following standards from the ISTE (International Society for Technology in Education).

- **Literacy**
 - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
 - Students curate information from digital resources using a variety of tools and methods to create collections of artefacts that demonstrate meaningful connections or conclusions.
- **Health & Wellness**
 - Contented students, staff, and families.
 - Students understand that their health and safety come first, before technology.
 - Students create a balance between interacting with technology and developing real-life relationships with humans.
 - Students recognise the negative effects of distraction from technology. They focus on one task at a time.
 - Improvement in mental health
 - Stronger engagement in the Christian faith
 - Awareness of protective behaviours, including setting clear boundaries around screen time.
 - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- **Etiquette**
 - Students engage in positive, safe, legal and ethical behaviour when using technology, including social interactions online or when using networked devices
- **Footprint**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- **Law & Copyright**

- Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- **Security & Privacy**
 - Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online

Our Research

The Digital Citizenship team is seeking to support learning about digital citizenship through published research and from the experience of other schools. The rapid pace of change in technology makes it hard for researchers to keep pace. However, the importance of teaching digital citizenship is supported by research and commentary regarding the safe and effective use of technology. Reports such as [Wellness in the Age of the Smartphone](#) recommend that parents talk with their children about the safe and ethical practices of digital citizenship. Organisations such as Common Sense Media suggest the need for schools to start teaching good digital citizenship to students at a very young age—and Ribble and many others believe that students should learn these skills throughout the K-12 curriculum. “When we teach digital citizenship as a one-off event like a presentation or an assembly, everybody gets all hyped up—and then it disappears over time,” Ribble said. “But if we embed it into the curriculum, that’s when it sticks. Learners must be taught how to learn in a digital society.”

Sarah Stoeckl, in her article, [Digital citizenship needs to be a group effort](#) writes that, as technology is used throughout a student’s day — both in school and at home — digital citizenship learning should be likewise infused, rather than taught as a topic separate from content, communal and social-emotional learning. “Making the switch so that learning is designed with digital citizenship’s connection to the activity in mind and so that it is called out at crucial moments in the learning process, brings real-world applicability to student understanding.” Stoeckl says that this infusion will increase “the likelihood that students will behave proactively and positively (as well as protectively)” and develop them as Empowered Learners.

The emphasis on a proactive rather than a protective approach to digital citizenship also reflects a godly approach to citizenship, which is that God’s people are a source of blessing to the community or communities around them. This doesn’t negate the need to include protective measures. This is part of our responsibility to nurture children. Parents and teachers can also provide a commentary upon their own digital practices.. This follows the Biblical model of teaching: “Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deuteronomy 6:7).

Contact the Digital Citizenship Team

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