

# Information and Communications Technologies (ICT) Plan

Submitted by the SSIS Technology Committee

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## **DEMOGRAPHICS**

Saigon South International School was founded in 1997 by the Phu My Hung Corporation to accommodate an increasing need for American education for both local residents and expatriate families. Located in the quickly growing Saigon South Urban Development Project, SSIS is just two and half miles south of the current city center - District One in Ho Chi Minh City. SSIS is owned by the Phu My Hung Corporation but operates as a non-profit entity within the company. A three member School Board governs the School in consultation with the Phu My Hung Corporation.

Today, SSIS enrolls nearly 850 students from over thirty-two countries. Our professionally certified and experienced teachers are career educators. Most come from North America, Australia and the United Kingdom and as specialist in their subject area, almost all hold advanced educational degrees.

### **COMMITTEE MEMBERSHIP 2013- 2014**

Stephen Ada, Middle School Teacher (2012-2013)  
Nomer Adona, Middle School Teacher (2013-2014)  
Jeff Alexander, Middle School Teacher (2012-2013)  
Connie Anderson, Elementary Librarian (2013-2014)  
Robert Appino, Middle School Technology Resource Facilitator (2012-2014)  
Chris Colquhoun, Elementary School Teacher (2012-2014)  
Lisa Cooreman, Elementary School Teacher (2013-2014)  
Melanie Cottrell, Elementary School Teacher (2012-2013)  
Diane DePauw, Elementary Librarian (2012-2013)  
David Doty, High School Teacher (2012-2014)  
Bill Fossgreen, High School Teacher (2013-2014)  
Brett MacRury, High School Teacher (2013-2014)  
Josee Marshall, Elementary School Teacher (2012-2013)  
Melissa Martin, Elementary School Teacher (2012-2014)  
Urko Masse, ICT Assistant Director K-12 (2012-2014)  
Nicholas Miller, Middle School/High School Teacher (2012-2013)  
Robert Mooney, High School Teacher (2012-2013)  
Craig Myers, Middle School Teacher (2012-2013)  
Alfredo Papaseit, EC/ES School Technology Resource Facilitator (2012-2014)  
David Perkin, ICT Director K-12 (2012-2014)  
David Ross, Elementary School Teacher (2013-2014)  
Kate Smithson, Elementary School Teacher (2013-2014)  
Lori Uemura, Middle School Teacher (2012-2013)

## **SSIS Mission Statement**

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

### **1.1 Mission**

#### **Information and Communication Technologies (ICT ) Mission Statement**

To support the SSIS mission statement we will capitalize on the power of technology to expand learning opportunities, to increase student achievement, and to increase efficiency and productivity. This will be achieved by advancing communication throughout the learning community, improving the teachers' ability to utilize technology tools to deliver instruction effectively, and managing electronic information efficiently.

### **1.2 Beliefs**

Current educational research confirms our beliefs that:

- integrated technology contributes significantly to student learning.
- technology enhances student educational experiences by supporting the curriculum, providing the tools for future success, and by providing opportunities for communication to broaden awareness of our global society.
- appropriate technology can be used by teachers to support learning experiences, provide alternative assessment, communicate with families, and manage classroom record keeping.
- teachers play a large role in integrating appropriate technology.
- teachers and students need access to current technology and professional/personal development opportunities.
- It is imperative that students realize that respect, tolerance, and honesty must also be applied in their use of technology.

### **Defining our Mission and Beliefs**

Information Communication Technology (ICT; see Appendix) has become an important part of most areas of daily life, including life at school. Over the last few years, however, there has been a significant and fundamental shift in the role of ICT, affecting all members of our school community: it has evolved from a simple productivity tool (exemplified by word processors and spreadsheets) to being a method of accessing and sharing information, often involving dynamic interaction with other users (for example by blogs, wikis and social networks — often collectively referred to as ‘Web 2.0’).

Technology is fundamentally changing the way people work and live. Because of the advances in technology, the learning needs of students have changed in what they learn and, more importantly, how they learn. In this age of information, the ability to gather, create and distribute thoughts and ideas through electronic communication is vital. Therefore, it is imperative that SSIS students and graduates are proficient in the efficient and ethical use of technology.

Technology is a powerful tool when used by teachers to maximize the learning of students. It is necessary to integrate the use of technology alongside other effective learning tools and strategies to teach students the knowledge and skills they need to be responsible and contributing members of society. To be successful, we must infuse them into the curriculum, not to make up an additional course, but rather to be integrated within the traditional curriculum to create authentic learning opportunities.

The use of technology in education is most effective when:

- the instructional environment motivates students to engage in active learning and inquiry.
- access to technology is readily and equitably available to achieve learner outcomes.
- learning needs of the students govern adoption and implementation.
- curriculum is integrated with technology activities and instructional strategies.
- implementation increases productivity and communication efficiency.
- learning boundaries are extended beyond the physical classroom.
- technology use is supported by ongoing professional development and technical assistance.

By articulating this vision, SSIS directs its efforts toward creating a learning environment where teachers are partners with their students in learning endeavors, and students are taught not only technological skills, but also the critical thinking, communication skills, and ethical use of technology required in the current world.

### **1.3 ICT Vision**

ICT is crucial for everyone's future in modern society and at Saigon South International School it is an integral part of learning, teaching and communicating in an interactive way.

#### **Defining our Vision**

Technology at SSIS will have a significant impact on student learning, teacher methodology, and classroom environment now and in the future. This will prepare students to communicate effectively, adapt to a wide range of situations, develop responsibility for their own learning and well-being, and contribute to the global society.

Through the appropriate use of technology, our students will be prepared for the diverse technological challenges of a global future. With this in mind, it is the vision of the school that:

- Technology will be appropriately integrated within every subject area, enhancing the breadth and depth of students' learning experiences
- Learning will become more multidisciplinary as technology facilitates links among areas of knowledge.
- Students will be better prepared for the technology-related demands found in higher education and in the workplace

At SSIS, students will:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Know content and be able to locate additional information as needed
- Be self-directed learners
- Collaborate and cooperate in team efforts
- Interact with others in ethical and appropriate ways

## Goals

1. All staff members, through training and development, will acquire the skills necessary for the use of technology in curriculum and instruction.
2. Students will utilize technology to access information and communicate.
3. Students will acquire the skills necessary to evaluate, synthesize, and organize information.
4. SSIS will instill in the school community, a solid foundation and understanding of ethical, environmental, safe and appropriate use of information and communication technologies.

### **Goal 1**

All staff members, through training and development, will acquire the necessary skills for the use of technology in curriculum and instruction

#### Objectives

All staff members will:

- Participate in periodic training on new and updated technology.
- Demonstrate appropriate technology literacy skills.
- Attend technology focused in-service training as required.
- Understand education trends of technology.
- Establish relationships with other schools for the sharing of ideas and resources related to technology.

### **Goal 2**

Students will utilize technology to access information and communicate.

#### Objectives

The students will:

- Access information and communication resources via a school-wide network
- Use communication services
- Access online information services

The teachers will:

- Use technology in their curriculum and instruction
- Meet individual student needs, interests, and learning styles.
- Provide realistic simulations, models, and immediate feedback.
- Establish collaborative and cooperative learning experiences that promote research, analysis, and interpretation.
- Create realistic experiences that promote life-long learning.

- Use creative means of presentation and communication that facilitate individual learning and promotes excellence.

### **Goal 3**

Students will acquire the skills necessary to evaluate, synthesize, and organize information.

#### Objectives

The students will:

- Use technology as a tool for productivity and for solving complex, realistic problems
- Know when to use technology and how to select the correct tools
- Use a wide variety of software applications
- Use technology to present and communicate creatively
- Explore new modes of assessing and using information
- Transfer current understanding to new learning situations
- Use research tools to analyze, interpret, and synthesize data

### **Goal 4**

SSIS will instill in the school community, a solid foundation and understanding of ethical, environmental, safe and appropriate use of information and communication technologies.

#### Objectives:

- Students and Faculty will demonstrate positive social and ethical behaviors when using technology.
- Teachers will model and provide direct instruction of ethical, environmental, safe and appropriate uses of information and communication technologies.
- SSIS will integrate ethical and appropriate uses of information and communication technologies into curriculum standards and benchmarks.



## GLOSSARY

<b>Electronic communication</b>	Any form of communication between two or more individuals that utilizes a computer network (LAN, WAN or Internet).
<b>Electronic learning forums</b>	Areas established on computer networks that maintain controlled access and facilitate moderated discussions on a variety of topics.
<b>Email</b>	A way of sending messages, data, files or graphics to other users on a network.
<b>Hardware</b>	Refers to objects that you can actually touch, like disks, disk drives, display screens, keyboards, printers, boards, and chips.
<b>Internet</b>	A global network connecting millions of computers. As of 1999, the Internet has more than 200 million users worldwide, and that number is growing rapidly. More than 100 countries are linked into exchanges of data, news and opinions.
<b>Internet connection</b>	Any system or point of access that allows a user access to The Internet (see above).
<b>Internet Accounts</b>	Accounts such as United Streaming or Atomic Learning.
<b>Network</b>	A group of two or more computer systems linked together. There are many types of computer networks, including: Local-area networks (LANs): The computers are geographically close together (that is, in the same building). Wide-area networks (WANs): The computers are farther apart and are connected by telephone lines or radio waves.
<b>On-line</b>	Turned on and connected. For example, printers are on-line when they are ready to receive data from the computer. Users are considered <i>on-line</i> when they are connected to a computer service through a modem or direct link.
<b>Peripherals</b>	Any external device attached to a computer. Examples of peripherals include printers, disk drives, display monitors, keyboards, and mice.
<b>Printers</b>	A device that prints text or illustrations on paper.
<b>Scanners</b>	A device (peripheral) that can read text or illustrations printed on paper and translate the information into a form the computer can use.

<b>Server</b>	A computer or device on a network that manages network resources. For example, a file server is a computer and storage device dedicated to storing files. Any user on the network can store files on the server. A print server is a computer that manages one or more printers, and a network server is a computer that manages network traffic.
<b>Software</b>	Computer instructions or data. Anything that can be stored electronically is software. Systems software: Includes the operating system and all the utilities that enable the computer to function. Applications software: Includes programs that do real work for users. For example, word processors, spreadsheets, and database management systems fall under the category of applications software.
<b>Technology Literacy</b>	Technology literacy is the ability to responsibly, creatively, and effectively use appropriate technology to: <ul style="list-style-type: none"> <li>• communicate;</li> <li>• access, collect, manage, integrate, and evaluate information;</li> <li>• solve problems and create solutions;</li> <li>• build and share knowledge; and</li> <li>• improve and enhance learning in all subject areas and experiences.</li> </ul>
<b>Web pages</b>	A document on the World Wide Web. Web pages are identified by a unique URL (Universal Resource Locator).
<b>Web-based</b>	Systems (documents, files, activities or services) that are accessed via the World Wide Web.
<b>Windows</b>	When spelled with a capital W, Windows is short for Microsoft Windows. The Graphical User interface for machines that use an INTEL based (IBM Compatible) architectures.
<b>Wireless networks</b>	A network in which signals are transmitted with electromagnetic radiation through the air, just as is done with Radios, satellite communication, and VCR remote controls.
<b>Workstations</b>	A type of computer used for types of applications that require a moderate amount of computing power and relatively high quality graphics capabilities. Workstations generally come with a large, high-resolution graphics screen, built-in network support, and a graphical user interface. Most workstations also have a mass storage device such as a disk drive.
<b>World Wide Web</b>	A system of Internet servers that support specially formatted documents. The documents are formatted in a language called HTML (Hyper-Text Mark-up Language) that supports links to other documents, as well as graphics, audio, and video files. This means you can jump from one document to another simply by clicking on hot spots. Not all Internet servers are part of the World Wide Web.

## **Appendix**

### **IT vs. ICT**

The way people use computers (and other devices such as mobile phones and televisions) has changed over the last few years, and the name applied to these technologies is in flux. Rather than the more traditional term 'Information Technology' (IT), many people including many educators prefer the more encompassing term 'Information and Communication Technology' (ICT).

Unfortunately, the use of these different terms has not yet stabilized, with many individuals using both terms at different times. In this report we use ICT, except when referring to the specific personnel, classes or budgets within the school that retain the older term (e.g. IT teachers, AS IT budget, etc.).