



The CGCS Board has a responsibility to meet the needs of all learners in a dynamic digital age. In order to be responsive to learners' needs in blended and online learning environments, the Board is committed to completing an annual review to ensure that educational technology policy and procedures are interconnected (aligned), timely and coherent.

The Calgary Girls Charter School will:

1. ensure access to and support of the use of contemporary technology inclusive of protected and secure infrastructure resources, networks, devices, and applications, that are provided by the jurisdiction (e.g., evergreening hardware and software, operational applications such as systems that maintain adequate records and reports, ensuring compliance with use licenses, open education resources);
2. prioritize digital safety, responsibility, balanced use, health and wellness (e.g., digital citizenship, literacy, health curriculum, communication competencies);
3. utilize technology demonstrating an ethical responsibility to meeting the locally developed curriculum, provincial technology related outcomes and standards, local and global standards (e.g., Go Girls Curriculum, Teaching Quality Standard and Leadership Quality Standard, International Standards for Technology in Education, Alberta Education Learning and Technology Policy Framework);
4. intentionally design learning in authentic and meaningful ways, maximizing the use of access to technology provided by both the jurisdiction and the student through Bring Your Own Device (BYOD) (e.g., collaborative knowledge building, modelling, interdisciplinary learning, experiential learning);
5. commit to ongoing professional learning, reflection, research and innovation (e.g., digital competencies, cultural competencies, feminist perspectives); and
6. empower girls to lead in a digital age (e.g., social action, citizen science).

Reference:

Alberta Education Learning and Technology Policy Framework (2013)

Alberta Teaching Quality Standard (2020)

International Standards for Technology in Education (2016, 2017) May 4, 2020