

H-FARM INTERNATIONAL SCHOOL

Guidelines for technology use in the PYP

School year 2026-2027

Mission statement

At H-FARM International School Vicenza we are committed to empowering students to become successful lifelong learners in today's diverse global society.

In a warm, stimulating learning environment, we support the potential of every child to become knowledgeable, proactive, curious students and internationally minded citizens.

1. Our vision on technology

As a tech-forward school, we promote using technology with intention and avoid using technology simply because it is available. Intentional use means that we decide when, how, and what technology to use after thoughtful consideration of quality, purpose, and appropriateness for learning.

2. Purpose of technology

Technology is an important part of our students' world, but its value depends on how and why it is used rather than simply how much students use it. In the PYP, technology is one of many tools that can support inquiry, creativity, collaboration, communication, and reflection. We believe purposeful learning begins with the learning goal, not the device. Being a technology-forward school means knowing when technology enhances learning and when other approaches, such as hands-on experiences, discussion, reading, creating, or exploring the world around us, are more effective. Our goal is to help students use technology intentionally, responsibly, and effectively while developing the judgement to know when to use it and when to put it aside. The term *intentional* is used to describe technology that is selected because it advances a clearly identified learning outcome, rather than simply because it is available, engaging, or innovative.

3. Our approach to technology

3.1. Digital citizenship

Digital citizenship is intentionally woven throughout the curriculum and reinforced through authentic learning experiences across the units of inquiry. Students develop their understanding of intentional and responsible technology use through ongoing opportunities to reflect, practice, and apply these skills in meaningful contexts.

- Students co-create Essential Agreements that establish shared expectations for respectful and responsible technology use in their classrooms. Through these agreements, students develop ownership of their digital choices and learn how their actions contribute to a positive and supportive learning environment.

- Students participate in school-wide initiatives, such as Safer Internet Day, dedicated Assemblies, Global Campus challenges that provide opportunities to explore important topics including online safety, media balance, cyberbullying, digital wellbeing, and responsible participation in online communities. These experiences help students connect their learning to real-world situations and reflect on their role as members of digital communities.
- Students explicitly learn about digital citizenship during Digital Design lessons, where they explore topics such as online safety, digital identity, media balance, responsible technology use, ethical creation, and the impact of their choices in digital spaces. These lessons provide a dedicated space for students to develop the knowledge and skills needed to navigate digital environments confidently and responsibly.
- Students apply digital citizenship concepts across units of inquiry and subject areas by engaging in authentic learning experiences that require critical thinking and ethical decision-making. For example, students evaluate the credibility of online sources during inquiry, use AI tools responsibly, respect copyright and intellectual property when creating, collaborate appropriately in shared digital spaces, and reflect on how technology influences their thinking, relationships, and wellbeing.
- Teachers and students continue to develop their understanding of effective and responsible technology use through ongoing learning opportunities, including initiatives such as the NAE Global Campus Digital Citizenship Programme.

3.2. Students' responsibilities

As members of our learning community, students are expected to use technology in ways that support their learning, wellbeing, and the wellbeing of others. Responsible technology use is about making thoughtful choices, acting with integrity, and understanding that our actions, both online and offline, have an impact. The IB Learner Profile provides a framework for developing these habits and dispositions, helping students become confident, ethical, and balanced digital citizens who know when technology enhances learning and when another approach is the better choice.

Inquirers: We use technology to ask questions, explore ideas, and learn new things safely and responsibly.

Knowledgeable: We use technology and AI tools to help support our learning and growth us learn, think, and grow without letting the tools them do all the thinking for us.

Thinkers: We think carefully about what we see online, ask if information is true, and make smart choices when using technology.

Communicators: We use technology to share ideas, work together, and build a positive digital footprint.

Principled: We are honest and responsible online by giving credit to others' work, respecting privacy, and following rules for safe and fair use.

Open-minded: We use technology to learn about different people, cultures, and perspectives, and we do not stay only inside our own online "bubble."

Caring: We use kind and respectful words and actions online and help create safe and positive digital spaces for everyone.

Risk-takers: We learn how to stay safe online, protect personal information, and know when to ask for help or take a break from technology.

Balanced: We make healthy choices about when and how we use technology so we can care for our minds, bodies, relationships, and wellbeing.

Reflective: We think about how technology and media make us feel and how our online choices affect ourselves and others.

3.3. Teachers' responsibilities

Teachers make thoughtful and intentional decisions about when and how technology is used to support learning. Teachers begin with the learning goal and consider whether technology is the most effective tool to support that goal, recognizing that meaningful learning can and does happen with or without digital tools.

- Teachers communicate the purpose behind technology use and ensure that students understand not only how to use a tool, but why it has been chosen. When introducing new platforms, applications, or digital resources, teachers consider factors such as learning value, accessibility, privacy, safety, and alignment with curriculum goals.
- Students and teachers establish Essential Agreements that support balanced and responsible technology use. These agreements may include practices such as storing devices when they are not needed, using technology only when directed by the teacher, caring for equipment, and maintaining focus during learning experiences. These routines help students develop self-management skills and understand that technology is a tool for learning.
- Teachers continue to develop their understanding of effective technology integration through professional learning opportunities.
- The digital tools used across the school are carefully selected to support specific learning purposes. While the platforms and applications may vary across grade levels and over time, teachers consider how each tool supports student learning and aligns with the principles of purposeful technology use. Families may receive additional information throughout the year about specific tools being used in their child's classroom, including the purpose of the tool and how it enhances learning. including any technology-mediated homework assignments.

3.4. Parent partnership

Responsible and purposeful technology use is a shared responsibility between school and home. Through open communication and shared expectations, we work together to support students in developing healthy digital habits and making thoughtful choices about how they use technology.

Together, parents and students can discuss and establish healthy technology habits at home, including:

- Creating a Family Media Agreement (See Appendix 1 for a suggested template)
- Reflecting on the intention and purpose behind device use
- Developing strategies for online safety, balance, and wellbeing at home
- Be an active participant in students' interactions with tech.

4. Safety measures at school

The following overview is intended to explain what has been implemented, why it is important, and how it contributes to our wider approach to online safety. It can also serve as the basis for communication with parents and guardians. NAE has implemented a comprehensive web filtering and internet security solution across our schools using Cisco Secure Access – Secure Internet Access (SIA). This initiative strengthens the protection of internet access across our school environment and extends appropriate security controls to organization-managed devices when they are used outside the school.

What have we implemented?
Cisco Secure Access SIA is a cloud-based internet security platform that allows us to apply consistent security and web access policies across our school environment. We selected Cisco as an established global technology and cybersecurity provider with extensive experience protecting organizations worldwide. Its security services also benefit from Cisco's global threat intelligence capabilities, helping identify malicious websites, phishing, malware and emerging online threats.
Our implementation provides two complementary levels of protection:
- **Within the school environment:** devices accessing the internet through the school's network are subject to our security and web filtering policies.
- On school-owned devices: applicable security and filtering controls can continue to protect devices when they are used outside the school network, for example at home or through another internet connection.
This means our approach is not limited to protecting the physical school network. Where appropriate, protection can follow school-owned devices wherever they are being used.

What does the web filtering system do?
The solution evaluates internet requests against cybersecurity and acceptable-use policies defined by the school. Depending on the destination and applicable policy, access may be

permitted, restricted or blocked. From a cybersecurity perspective, this helps prevent access to internet destinations associated with threats such as:
• phishing and credential-stealing websites;
• malware and malicious websites;
• potentially dangerous downloads; and
• other known or suspected security threats.
In addition, websites and online services can be classified into content categories. This enables us to restrict access to categories considered inappropriate for an educational environment whilst maintaining access to legitimate educational resources.
The solution therefore provides both cybersecurity protection (student online safety against online bad actors) and appropriate web content filtering.

Why is this important?
Internet access is now an essential part of teaching and learning. Pupils routinely use educational websites, cloud services, online learning platforms, and other digital resources. At the same time, unrestricted internet access can expose young people and school systems to inappropriate content and cybersecurity risks. Our objective is therefore not simply to block websites, but to provide pupils with appropriate access to the internet within a protected digital environment.
The use of a cloud-based security platform also reflects the way technology is now used in education. Learning no longer takes place exclusively within the school building, and organization-managed devices may be used across different locations and internet connections. Our security model therefore needs to extend beyond the traditional school network perimeter.

Protection outside the school
One of the important benefits of this approach is that school-owned devices can continue to benefit from applicable security controls when they are used away from school. For example, when a pupil or member of staff uses a school-owned device at home, the device still follows the school's internet security and filtering policies. This helps us provide a more consistent level of protection regardless of where the device is being used. It is important, however, to distinguish this from privately owned devices. Our controls apply to school infrastructure and school-owned devices according to their configuration. They do not replace the parental controls or security measures that families may choose to use on their own personal devices and home networks.

Our overall approach
The implementation of Cisco Secure Access SIA represents an important step forward in our approach to cybersecurity and online safety.
It enables us to:
• help protect pupils and staff from malicious internet destinations;
• reduce exposure to phishing, malware and other online threats;
• restrict access to inappropriate content;
• apply consistent security policies across our schools;

• extend appropriate protection to organization-managed devices outside the school network; and
• adapt our security and filtering policies as technology and online threats evolve.
Most importantly, our objective is to create a digital environment in which pupils can benefit from the opportunities offered by online learning whilst appropriate safeguards operate in the background.
We have chosen an established enterprise cybersecurity platform to provide the technical foundation for these protections, but technology alone is not the answer. Effective online safety requires a combination of appropriate technical safeguards, education, awareness, responsible use and partnership between schools and families.

5. **Consequences for misusing technology**

When technology is misused, our approach is to help students understand the impact of their choices, repair any harm caused, and learn from the experience. Consequences will be appropriate to the situation and may include reflection time, problem-solving conversations, temporary limits on access, or additional support in developing responsible technology habits.

Minor misuse	
Examples	Consequences
∉ Using a device for an activity unrelated to learning ∉ Forgetting classroom technology expectations ∉ Misusing features or apps in ways that interrupt learning ∉ Failing to care for classroom devices or equipment	∉ Warning ∉ Problem-solving with the teacher ∉ Reflection time with the Head of Programme ∉ After 3 reflection time, the family is informed and a 3-way conference is organized) ∉ Temporary adjustment of device access

Major misuse	
Examples	Consequences
∉ Accessing and/or trying to access inappropriate content	∉ Reflection time with the Head of Programme

∉ Sharing personal information or another person's information without permission ∉ Using technology to harm, exclude, or disrespect others ∉ Plagiarizing or misrepresenting work created with digital tools or AI (repeated attempts) ∉ Repeatedly ignoring technology expectations	∉ Parent communication ∉ Temporary restriction of technology access ∉ Additional support or digital citizenship learning ∉ Further consequences in alignment with school policies (see Behaviour Policy, Academic Integrity Policy, and AI Policy).

Appendix 1

School – Student - Family Media Agreement

School-Student-Family Media Agreement



Bringing my school iPad home is exciting! It's also a big responsibility. Here's how my school, my family, and I will each help me use it with intention: for the right reasons, at the right times, and in ways that keep me safe and well.

School

- ☐ We promote using tech with intention, in ways that align with our values and prioritize our wellbeing
- ☐ Intention: We will send the iPad home for specific assignments and when the device enhances learning
- ☐ Digital citizenship. We will encourage safe, responsible, thoughtful, and inclusive media use
- ☐ Safety. We will provide a safe network and support system through content filters, access blocks, regular monitoring, and open communication
- ☐ Balance. We will communicate our expectations for amount of time to spend using device or tasks to complete with device

Students

- ☐ I understand that the iPad is a school device that I can use during the school year to help me do research, create, grow, and have fun while learning.
- ☐ I will use the iPad to do tasks and assignments that my teachers give me.
- ☐ I understand that teachers and my parents can access my iPad, see what I've been doing, and even take the iPad away if necessary to keep me safe.
- ☐ If I see something that makes me feel uncomfortable or unsafe, I will tell a trusted adult (named below ↓)

Families

- ☐ At home, we take the lead: we'll check in on how our child uses the iPad, respond to any concerns, and reinforce both the school's rules and our family's guidelines (see below)
- ☐ We understand that using the iPad can be a fun way to engage with and inspire learning
- ☐ We will talk about what our child does with tech and how they feel about it
- ☐ We can set family tech values (and model them ourselves!)
- ☐ We can find ways to have fun with tech (for example, by asking our child to teach us something new).
- ☐ We will aim to give our child space to explore, learn, grow, and experiment – online and offline

We're all on the same team! Together, we'll set goals and expectations:

My family's tech values (e.g., stay safe, find balance, be kind):

_____

When / where I CAN use my iPad (e.g., in the afternoon at the dining room table):

_____

When / where the iPad needs to be put away (e.g., bedroom, mealtime):

_____

My trusted adult(s):

_____

_____	_____	_____
School	**Family Member(s)**	**Student**

Designed in collaboration: The Global Digital Mindful Project

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Patto Digitale Scuola-Alunno-Famiglia



Portare a casa l'iPad della scuola e' emozionante! È anche una grande responsabilità. Ecco come la mia scuola, la mia famiglia e io faremo ciascuno la nostra parte perché io lo usi in modo intenzionale: per le giuste ragioni, nei momenti giusti e in modi che proteggano la mia sicurezza e benessere.

Scuola

- ☐ Promuoviamo un uso intenzionale della tecnologia, in linea con i nostri valori e attento al nostro benessere
- ☐ Intenzione: manderemo l'iPad a casa per compiti specifici e quando il dispositivo arricchisce l'apprendimento
- ☐ Cittadinanza digitale: incoraggeremo un uso dei media sicuro, responsabile, consapevole e inclusivo
- ☐ Sicurezza. Garantiremo una rete sicura e un sistema di supporto usando filtri dei contenuti, blocchi di accesso, monitoraggio regolare e una comunicazione aperta
- ☐ Equilibrio. Comunicheremo le nostre aspettative sul tempo da dedicare al dispositivo o sulle attività da svolgere con esso.

Alunni

- ☐ So che l'iPad è un dispositivo della scuola che posso usare durante l'anno scolastico per fare ricerche, creare, crescere e divertirmi mentro imparo
- ☐ Userò l'iPad per svolgere le attività e i compiti che mi danno gli insegnanti
- ☐ So che gli insegnanti e i miei genitori possono accedere al mio iPad, vedere cosa ho fatto e anche ritirarlo, se necessario, per proteggermi
- ☐ Se vedo qualcosa che mi mette a disagio o mi fa sentire in pericolo, lo dirò a un adulto di fiducia (vedi sotto ↓)

Famiglie

- ☐ A casa siamo noi i primi responsabili: seguiremo da vicino come nostro/a figlio/a usa l'iPad, interverremo in caso di dubbi o problemi e rafforzeremo sia le regole dalla scuola sia le linee guida della nostra famiglia (vedi sotto)
- ☐ Sappiamo che l'iPad può essere un modo divertente per coinvolgere e stimolare l'apprendimento
- ☐ Parleremo con nostro/a figlio/a di cosa fa con la l'iPad e di come si sente.
- ☐ Possiamo stabilire i valori digitali della nostra famiglia (e dare noi per primi l'esempio!)
- ☐ Possiamo divertirci con la tecnologia anche noi! (es. chiedendo a nostro/a figlio/a di insegnarci qualcosa di nuovo
- ☐ Cercheremo di dare a nostro/a figlio/a lo spazio per esplorare, imparare, crescere e sperimentare, online e offline

Siamo tutti nella stessa squadra! Insieme stabiliremo obiettivi e aspettative:

I valori digitali della mia famiglia (es. sicurezza, equilibrio, gentilezza)

_____

Quando / dove POSSO usare il mio iPad (es. il pomeriggio, al tavolo in sala da pranzo):

_____

Quando / dove l'iPad va messo via (es. in camera da letto, durante i pasti):

_____

I miei adulti di fiducia:

_____

Scuola	Genitori	Alunno/a

Realizzato in collaborazione con:
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