Bring Your Own Device iPad Policy

2017
YEARS 1-3

CHURCHLANDS PRIMARY SCHOOL
CROMARTY ROAD, FLOREAT 6014. (08) 9383 9022
Rationale

At Churchlands Primary School we strive to provide the best learning opportunities possible for our students. We acknowledge that we are preparing students for jobs that don’t yet exist, using technologies that haven’t been invented. With the Bring Your Own Device (BYOD) Program we are aiming to ‘future proof’ our students through fostering creativity and innovation using digital technologies.

The Australian Curriculum mandates the integration of Information and Communication Technology (ICT) across all learning areas. By 2020 all Australian students will undertake the National Assessment Literacy and Numeracy (NAPLAN) tests online.

Effective use of digital technologies increases academic engagement and outcomes as well as equipping our students with a variety of necessary 21st century skills such as collaboration, digital literacy, critical thinking, and problem-solving. These are all skills that will help our students thrive in today’s world and equip them with core competencies for the future. We believe in implementing new and innovative ways to help our students achieve our motto ‘Learning for life’.

Research shows:

- **Learning outcomes for students:**
  - Students using iPads score much higher on literacy tests than students that don’t use the device.
  - Math test scores increase 20% in compared to students using traditional textbooks.
  - An improved ability to implement reading strategies to comprehend narrative and informational texts.
  - An improvement in ability to read and interpret a range of multiple choice questions, identifying what was being asked.
  - Students enjoyed the instant feedback they receive when participating in reading tasks and were very motivated by the tasks set.
  - Students were engaged in their learning and were willing to participate because the apps were interactive and stimulating, especially for students with attention difficulties.
  - Students were able to peer teach.
  - Students were careful with the iPads and took responsibility for their care, sharing them effectively with others.
  - The quality and quantity of students’ writing has improved and students displayed greater confidence in learning.

- **Learning outcomes for teachers included:**
  - Students were self-motivated using the iPads and enjoyed the instant success and feedback received.
  - iPads proved to be a simple technique for tracking students’ reading progress.
  - iPads are useful and effective when used as an additional tool with explicit teaching of reading and other learning areas.
  - Greater use and less fear of IT in the classroom.
  - iPads promote students’ individual growth and positive attitudes in learning.
  - The iPads were great for focussing on isolated skills in Early Childhood learning of literacy and numeracy; it was easy to differentiate for individual needs.
  - There are so many apps that it is better to focus on a couple to maximise benefits.

With these findings, Churchlands PS is confident that significant benefits are gained from the effective integration of technology into teaching and learning programs.
**Pedagogy**

The implementation of any technology program within a school must be based upon a sound pedagogical rationale. It is imperative that for any BYOD program to be successful teacher’s will need to have a sound understanding on how to equip our students with the core skills they need to become digitally literate. At Churchlands we encourage creation over consumption when using digital technology such as iPads. Churchlands Primary School has a number of strategies and programs in place to cater for the variety of learner needs within the school.

The Churchlands Primary School ICT vision states, “We believe the integration of ICT as an effective learning tool across the curriculum is essential. All users are accountable for their own usage, learning and work output. Flexibility, creativity and connectivity within the learning community are evident when technological devices are being successfully utilised. Teachers integrate ICT into learning, assessment and reporting in ways that transform learning into more interactive and engaging environments for students and parents.”

Critical to the success of the Churchlands PS 1:1 Bring Your Own Device (BYOD) program is the pedagogy used to create an environment that accommodates diverse student needs. At Churchlands PS, we acknowledge that the successful implementation of any technology program is reliant on quality professional learning linked to the Australian Professional Standards for Teachers. We will continue to ensure that professional learning around the implementation of BYOD iPads will provide:

- A strong focus on pedagogy first, technology second.
- Time for teachers to become familiar with devices and applications.
- The opportunity to attend formal professional learning sessions.
- Informal collaborations with other teachers.
- The support of an iPad mentor.

Mobile handheld technology has an inherent capacity to be personalised and when used in a 1:1 environment allows easy, sustained and consistent access for individual students. When students use their own personal devices it can also create links between learning at home and school. The introduction of BYOD is consistent with Churchlands Primary School’s Business Plan and the attainment of its goals.

The **Substitution, Augmentation, Modification and Redefinition (SAMR)** model offers a method of highlighting how computer technology can impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology. ‘Substitution’ and ‘Augmentation’ - accomplish “traditional” tasks that have been enhanced by the use of technology. It is in the next two stages – ‘Modification’ and ‘Redefinition’ - where technology can be used to transform learning and involve rich, open-ended, student centred activities with a wider audience. All levels of the SAMR model are valuable in the learning process, however teachers are encouraged to plan activities in a sequence of learning that include technology enhanced learning from ‘Substitution’ to ‘Redefinition’. It is our belief, based on the current and emerging research that BYOD represents the next step in the transformation of our educational context from one in which technology merely supports the initial stages of learning to one where students are authentic participants and co-creators of knowledge, skills and values.
Technology Considerations

The 1:1 program will require students to own their own iPad for use at school and home. The prices listed below are from our iPad supplier, JB HiFi, who are offering discounted pricing for Churchlands PS parents through their unique Churchlands PS portal.

### Bring Your Own Device

*Prices dependent on place of purchase*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>iPad Air 2 Wi-Fi 32GB</td>
<td>$508.78</td>
</tr>
<tr>
<td>Paid Apps for use in the classroom</td>
<td>~$50 first year, $30 following years</td>
</tr>
<tr>
<td>dux (iPad Air 2) EDU - black</td>
<td>$42.22</td>
</tr>
<tr>
<td>Apple Care – AppleCare+ for iPad provides up to two years of expert technical support and additional hardware coverage from Apple, including up to two incidents of accidental damage coverage, each subject to a A$65 service fee</td>
<td>$99.40 (recommended but optional)</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$700.40</strong></td>
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</tbody>
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Families are free to make their own decisions about where to purchase their iPads. JB HiFi and Winthrop have special offers to buy through their portal for Churchlands Primary School families.

All iPads need to have a robust cover, insurance and be an iPad Air capable of running the latest iOS software (currently at 10.0.2).

We ask that all families keep their iPad iOS current by regularly updating to the latest iOS firmware.

**WiFi Only Option**

We recommend the WiFi only models, as there are no re-occuring monthly charges since the devices can only use available wireless networks. While at school, the WiFi devices will be able to access the school network. We do not recommend purchasing the 3G/4G enabled iPads as you will be enabling your child to have connectivity via a mobile phone plan. If your child brings a 3G/4G enabled iPad to school, we will require that the 3G is turned off and that only the WiFi is used while on school grounds.

**Hard Drive Size**

For the majority of students the 16 GB model has proven to be too small. Students will be using the device for content creation which uses a lot of storage. The school recommends the 32 GB model, however it is up to the family to determine which size iPad to purchase.

**Equity**

If you have difficulty meeting the costs involved in this program, please contact the Principal or Deputy Principal to discuss the matter. As a public school we are committed to ensuring every child has access to a device regardless of the family’s financial position. A limited number of school managed iPads will be
available for students to use at school should a family choose not to participate in the program. These iPads will be kept at school overnight.

**Set up**

All iPads need to be set up with an Apple ID. Parents will need to create the Apple ID as the terms and conditions state that you need to be 13 years old or over. We advise that parents should not 'share' their own Apple ID but rather create a new one for their child using Family Sharing. You can then set up an ‘Ask to Buy’ feature so that your child needs to request permission to download an app. A ‘how to’ guide for parents in this set up can be found at support.apple.com. It is also recommended to enable iCloud backup in the Backup section found on the iCloud tab in Settings to ensure that data is regularly saved when the iPad is plugged in, locked and connected to Wifi.

**Health and Safety**

Each year students, parents and teachers sign a three-way partnership agreement which covers items such as appropriate use at school and home, non-use of gaming and social media apps at school, use of other students devices etc. This agreement is seen as a contract between the three parties to ensure that all students’ safety online is the number one priority. This will need to be signed by all three parties by week 3 in term 1. There is a general internet usage agreement that will also need to be signed.

Churchlands Primary School is currently working towards eSmart certification by implementing a number of initiatives to educate students and the wider school community about keeping safe online. During the school year cybersafety is addressed as part of ‘Personal, Social and Community Health’ in the Health and Physical Education curriculum and the ICT General Capability continuum. It is important that students are equipped with the knowledge and strategies to protect themselves when interacting online. Ongoing education about cybersafety and how to be a responsible digital citizen will be an integral part of the 1:1 BYOD iPad Program.

The recommended screen time for 5-12 year olds is two hours per day. In consultation with the school community, it has been agreed that students will spend a maximum of 1.5 hours per day on an iPad or computer. Students’ health is paramount so it is also recommended that no more than 20 minutes at a time should be spent on a screen without a small break. Screen time is to be carefully considered when teachers are planning units of work. There is no minimum amount of screen time per day.

Internet traffic is filtered by the Department of Education’s filter system. However it is recommended that parents and caregivers enable the restrictions tab in settings to disable features that are not relevant for your child such as Messages or Facetime and disabling the play of explicit content in the music tab. The use of social media including messaging is not permitted during school hours. The iPromise negotiated within classrooms includes consequences for misuse of technology. Please note that there are no internet filters that are 100% effective. Education will be provided for children on processes to follow when they encounter inappropriate material. In the school’s agreement usage policies and student agreements, it is stipulated that students are not to access their device during break times or before or after school when on school grounds. This is to ensure that students are adequately supervised when using their iPad.

**Acknowledgements:** Dalkeith and Bertram Primary Schools for providing support and documentation on their BYOD programs.
Research References:

