
LEARNING IN THE 21ST CENTURY



A Guide for the use of iPads as learning tools

St Bernard's Berowra

BYODD - *Bring Your Own Designated Device*

2020



Dear God,

Change has come unbidden, and at times, unwelcome;
there are many challenges to be faced and overcome.
Change can be daunting and scary, but it has come,
ready or not, change is here, and must be accepted.

May I be equal to the task ahead of me,
ready to renew myself, ready to take on the new;
anxious to let go of old ideas that no longer fit,
moving with confidence, into the future; my future.

Make me strong enough to triumph,
flexible enough to grow and change as needed,
optimistic enough to see the new opportunities
as I move into the changing landscape of my life.

I accept and welcome the change that has come,
I am ready to embrace change and move swiftly forward.

I am ready.

Amen



Overview

After extensive research and successful implementation of technology, our school believes we are ready to proceed with our vision to develop creative and independent learners. The following represents extensive investigation, consideration and learning from what has been successful in other schools (along with what has not been successful) so that together we can provide the best and most relevant education possible for the students in our care. All that follows has been planned with our students' learning firmly in mind, but also you their parents (our students' first educators) so we can all engage in supporting learning that is relevant and current.

Included with this booklet are links to videos and external research which you may find useful to gain an understanding of the place of technology in education and the reasons that support future directions with technological devices at St Bernard's. The details provided explain what the commitment looks like from all parties and how the school seeks to work closely with parents and carers to support you. We have anticipated questions and provided answers, knowing that only new, deeper questions will be generated. This is healthy in any dialogue around change. There will be numerous ongoing opportunities to welcome parents and showcase the process during and after implementation.

Aim

We are seeking to move forward and continue with an optional one to one BYODD (Bring Your Own Designated Device) iPad Program, which began in Term 2, 2018 for students in Years 2-6. It is important to note that there will be equity in accessing technology, regardless of parental choices for all students at St Bernard's.

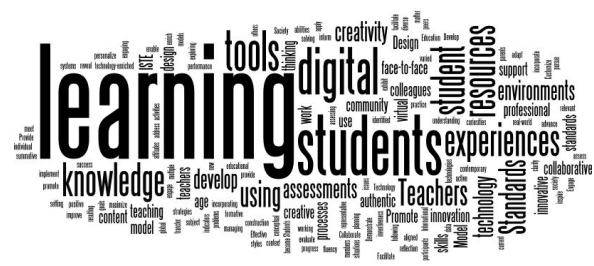
Content

This booklet provides detailed information relating to the BYODD proposal. It includes:

- Principal's Address
- Our Beliefs through the Broken Bay learning Principles
- Our St Bernard's Story
- 'What We Know' according to experience and research
- Support structures for students, parents and staff
- Specifications and requirements of the designated device
- Student, parent, staff and system responsibilities
- Frequently asked questions

Principal's Address

Our mission at St Bernard's Catholic Primary School is to work together to provide a high quality learning environment which models collaboration, trust and integrity. We pride ourselves on being a caring, innovative and engaging school, where all students are equipped with the skills and qualities that enable them to live happy, productive and Christ-centred lives.



Within the current context, it has become apparent that change is happening rapidly. Students will spend their adult life in a multitasking, multifaceted, diverse and vibrant technology driven world. It is our role as educators and parents to ensure students have the skills and understandings that will ensure them success.

We believe that children need a rich and balanced education whereby a range of learning opportunities are implemented and embedded. Digital technologies support our authentic learning environment. A wide range of multimodal tools in the classroom assist in developing essential skills and meeting the needs of the 21st century learner. Digital resources are used as a way of creating new learning and teaching possibilities, enhancing creativity and sustaining varied and challenging paces of learning.

We recognise that the tools for learning must be available where and when students need them, not simply when they are available. As Principal of St Bernard's I endeavour to provide the best learning opportunities for the children. Our optional BYODD will not do this alone and many other initiatives have also been implemented to ensure our students wellbeing, learning and creativity are nurtured. It is our collaborative efforts and our quest to engage in current best practices that together will give our children the optimal chance for success.

God Bless

Jeanette Fowles

“Schools exist in a world radically different from the world that existed when the system of schooling currently in place was invented. Information and Communication Technologies (ICT) have played a critical role in worldwide changes that have occurred in the last few decades.”

Moyle, 2010

Our Beliefs About Learning

At St Bernard's we are committed to building a vibrant and creative learning environment underpinned by our Catholic faith and values, with the learner at the centre. We are committed to equity, continue to celebrate our rich diversity of learners and fundamentally believe that every individual can learn. It is our intent that every learner emerges from St Bernard's with dignity, purpose and options.



The Broken Bay Learning Principles will assist us to design rigorous and exciting learning opportunities that enable participants to achieve personal excellence. There is significant intersection between the roles of educators, learners and families and we value the contribution each makes in our learning community.



(from Diocesan Broken Bay Learning Principles, 2017)

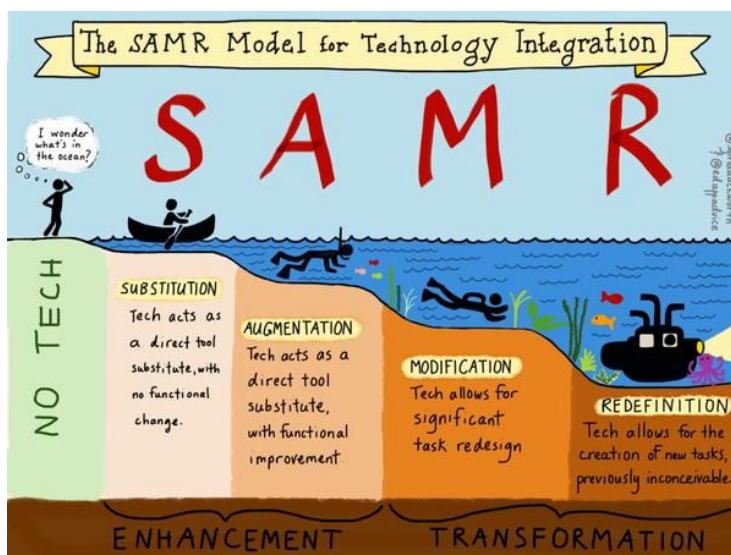
"The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done."

Piaget



Our Story

- Purchasing specific amounts of iPads and laptops over the years to initially trial and explore possibilities for learning.
- Purchase and installment of Apple TV and screens in classrooms to airplay work and tasks from iPads.
- Staff inservices and professional sharing of successes and failures with technology to target directions for learning and development.
- Use of SAMR model as theory of practice. Staff professional learning put into practice with this model. ([click here](#) to access SAMR video).
- Showcase Night for students to share ways they use technology to complete class tasks and demonstrate technology in action through workshops for parents.
- Staff visiting other schools with acknowledged best practice.
- Ongoing professional development and dialogue for staff with experts and CSO personnel.
- Inclusion of cyber safety aspects each year through website programs, police talks and visiting experts.
- Consultation with SAT Board to share vision, evaluate, reflect on and confirm directions.



SAMR is not just a guide to integrating technology, it's a guide to integrating ourselves into the digital age.

It's a formula for change.

~@theedresearcher

Our Experience and Research

Watch the clip '[Did You Know 2019](#)' to get a snapshot of our changing world.

The landscape of learning has shifted.



Technology provides opportunities to build general competencies and encourage children's development as independent problem-solvers within today's world.

Learning is personal, driven by the interests, enthusiasms and passions of the individual.

Technology works best when we are able to achieve things that would not have been possible without it.

Using technology to enhance learning will be most successful when both staff and students see themselves as learners who are open to the use of technology as a learning tool.

Technology enables learning to take place anytime and anywhere. Learning in school is extended and supported by the use of new technologies that enable students to continue learning beyond the school walls, and acts as a link between formal and informal learning.



"With the advent of the information economy, "IT literacy" is becoming the 4th R of the basic competencies every individual needs."

Moyle, 2010

Australian Curriculum: Information and Communication Technology (ICT) Capability

The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

The new Australian Curriculum places specific emphasis on building innovative capabilities in children, which include:

- Literacy
- Numeracy
- ICT Capabilities
- Critical & Creative Thinking
- Intercultural Understanding
- Ethical Understanding
- Personal and Social Capability

(from <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>)

ISTE Standards for Students- Digital Literacy Skills

The 2016 ISTE Standards for Students emphasise the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating these skills throughout a student's academic career.



Our children are “digital natives” who have only ever known a world with Google, Wikipedia, apps, mobile phones and high speed internet. Our role as educators is to use our expertise in the field of teaching and learning to help students use technology to find, access, manage and create information critically, ethically and innovatively. The following table illustrates how we are currently making use of the ISTE Standards for students and teachers (which are widely recognised and adopted worldwide) to help inform and create learning experiences at St Bernard's. (from <https://www.iste.org/standards/for-students>)

DIGITAL LITERACY SKILLS <i>(from ISTE - International Society for Technology in Education - standards</i> http://www.iste.org/standards/for-students	Empowered Learner	Digital Citizen	Knowledge Constructor
	<p><i>Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</i></p> <p>Students:</p> <ul style="list-style-type: none"> * articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. * build networks and customize their learning environments in ways that support the learning process * use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways * understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies 	<p><i>Students recognise the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</i></p> <p>Students:</p> <ul style="list-style-type: none"> * cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. * engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. * demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. * manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. 	<p><i>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</i></p> <p>Students:</p> <ul style="list-style-type: none"> * plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits * evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources * curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions * build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Innovator Designer	Computational Thinker	Creative Communicator	Global Collaborator
<p><i>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</i></p> <p>Students: *know and use a deliberate design process for generating ideas, testing theories, creating innovative artefacts or solving authentic problems.</p> <p>* select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>* develop, test and refine prototypes as part of a cyclical design process.</p> <p>*exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>	<p><i>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</i></p> <p>Students: *formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p> <p>* collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>* break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p> <p>*understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p>	<p><i>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</i></p> <p>Students: * choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>*create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>*communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>*publish or present content that customizes the message and medium for their intended audiences.</p>	<p><i>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</i></p> <p>Students: *use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>* use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> <p>* contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>*explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>

“Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyse, learn and explore. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities” -International Society for Technology in Education

In order to best prepare students for life in the future they need to learn with the tools of the present.



Our children will be entering a very different workforce to the one that exists now:

TEN SKILLS FOR THE FUTURE WORKFORCE

1 SENSE-MAKING

DEFINITION: ability to determine the deeper meaning or significance of what is being expressed

3 NOVEL & ADAPTIVE THINKING

DEFINITION: proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based

5 COMPUTATIONAL THINKING

DEFINITION: ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning

7 TRANSDISCIPLINARITY

DEFINITION: literacy in and ability to understand concepts across multiple disciplines

9 COGNITIVE LOAD MANAGEMENT

DEFINITION: ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques

2 SOCIAL INTELLIGENCE

DEFINITION: ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions

4 CROSS-CULTURAL COMPETENCY

DEFINITION: ability to operate in different cultural settings

6 NEW-MEDIA LITERACY

DEFINITION: ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication

8 DESIGN MINDSET

DEFINITION: ability to represent and develop tasks and work processes for desired outcomes

10 VIRTUAL COLLABORATION

DEFINITION: ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

Our Staff

There is overwhelming evidence from successful schools (as well as those that have failed) That the greatest predictor of success in any digital initiative is the level of strategic support and professional learning that can be offered and tailored for all staff members. Multiple sources of research exist which indicate we set ourselves up for failure if we do not make this one of our highest priorities. (John Hattie- *Teachers make a difference*: - [click here](#))

"We need technology in every classroom and in every student's and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world." David Warlick

We all know that all schools have staff at varying levels of confidence and skills in digital technologies. At St Bernard's we have a group of staff who, whilst at differing skills, recognise the need to support our students this way and learn accordingly. The response to the directions outlined in this information booklet have been overwhelmingly positive and this is largely due to the level of confidence that each will be supported in a way that respects the myriad of demands and expectations of each teacher's time.

Technology enables learning to take place anytime and anywhere. Learning in school is extended and supported by the use of new technologies that enable students to continue learning beyond the school walls.

Through set goals, collaboration and sharing of ideas, staff will plan according to the needs of their class and utilise support from experts within our staff and from CSO. Included will be opportunities to co-teach to build skills to support both teachers and students. This strategy will build capacity across the school to enable long term success and a culture of sharing and collaboration among all. It is important to note *the learning will NOT be simply about technical skills*. It is provided in a context of enhancing the learning environment of the class across the normal curriculum. We are not teaching a new subject, just ways to use these tools to seriously enhance the delivery of existing subjects.

Using technology to enhance learning will be most successful when both staff and students see themselves as learners who are open to the use of technology as a learning tool.

Our Parents and Carers

Everything we do at St Bernard's is for our children and they are firmly at the centre of all decisions and initiatives. We strongly recognise the role of parents and carers in making a huge difference to student achievements. The BYODD initiative invites parents to be a part of their child's day to day learning.

We know that, for many of our parents, it is a little scary to consider their child may be learning skills and having experiences foreign to their generation. Whilst we don't seek to limit what children can learn according to what parents and teachers already know, we do recognise the need to keep parents abreast of new developments in using the technology and how learning could be impacted by what children know. We have already run a range of parent evenings and open classrooms, not just for the technology agenda, but on a range of curriculum areas. Feedback on such occasions has been overwhelmingly positive, with the realisation that with a open and positive mindset, our children can teach their parents as much as parents can teach their child. As we engage in the next direction with technology, we plan on providing many more opportunities for parents to learn and feel confident in supporting their child.

We also know that maturity, wisdom, safe and ethical behaviour must be explicitly taught to our children and whilst the school covers this constantly, parents and carers have a crucial role as well. The school will ensure that parents and carers are clear about the boundaries, especially when collaborating with others and expect parents to support us in this. Information on cyber safety will be regularly addressed through online learning modules, class lessons in Personal Development, newsletters and visiting speakers such as the Police Youth Officer, as a proactive means to ensure safe and ethical use of digital media.

'We know that parents want to, and have the capacity to be engaged in their children's learning and well-being when given knowledge and strategies along with opportunities to build collaborative trusting learning partnerships'

Broken Bay Diocesan Parent Council 2015




Where can I find out more information?

<https://www.esafety.gov.au/education-resources/iparent>


Welcome to iParent—where parents can learn about the digital environment and keep updated on their children's technology use.

Here you can find guidance for using safety settings on your family's web-connected devices, tips for choosing movies and games and strategies for keeping young people safe online.




The latest facts and stats about Aussie kids online

[Check out the latest](#)



Managing tech in the home can be a challenge

[7 ways to manage devices](#)



Strategies used by parents to keep kids safe online

[Discover the facts](#)


What is Digital Citizenship?

According to the Australian Communications and Media Authority (ACMA) digital citizenship also known as cybersmart citizenship *'is about confident and positive engagement with digital technology'*. A cybersmart citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, to communicate with others, and to create and consume digital content.

How does a good digital citizen behave?



Before You...



THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

www.teachingskillsandstrategies.com

Research consistently demonstrates that every aspect of successful teaching and learning can be supported by the effective use of technology in the classroom and at home.

Our Designated Device

The CSO ICLT Services Team, after extensive research advise schools on the device that can be supported and sustained in our system. Whilst it is tempting to seek to use an older device that may come from home, their advice calls for the following *minimum specifications* and configuration in the image below. (older devices are known to have lower performance capabilities and some applications and systems required for learning will not operate on them at all).

Apple iPad 6th Generation

32 GB

Screen size: 9.7" (24.6cm) 2048 X 1536

Weight: 469 grams

No SIM card- wifi only



The iPad offers students easy access to data and wifi networks and allows them to immerse themselves in learning in any location at any time. Instant access to the worldwide web, collaborative tools and a variety of apps, coupled with the ability to customise the presentation of information (eg. voice-over, larger text, subtitles etc.) has allowed for more personalised, productive and creative approaches to learning. We have found the iPad to be an extremely portable device and in researching successful schools elsewhere, have evidence of its ease of transport to and from school and can be easily stored in classroom spaces. The portability, size, intuitive use, speedy access and variety of cost effective software contributed to this choice in our primary school setting. Additionally we appreciate the technical specifications of the iPad such as battery life that lasts a whole day of use, a fast and smooth operating system, built in camera, bluetooth, speakers and microphone.

We have no specific loyalty to Apple other than to access their considerable support for professional development and their available resources. Laptops still remain an important resource in our school for the students- the iPad does not serve as a laptop- it does not replace it. Additionally our research indicates that much more is possible with redefinition educational apps than merely substituting with laptops.

Other Costs

To ensure optimum use, we ask parents to purchase:

- Insurance either through Apple Care or your own insurance company
- A screen protector which prevents screen from being scratched
- A cover to protect the iPad - we recommend a heavy duty cover that specifically protects the corners of the iPad
- Headphones clearly labelled with child's name

We also ask parents to please clearly label the iPad with their child's name.

Setting Up Your Device

Step 1: Get an iTunes card

This is a safer recommended option, rather than using a credit card that your child can easily access (and perhaps overspend on!)

Step 2: Create an iTunes account

You must do this under parental supervision as children are under 13 years of age, using a household email as your apple ID (eg. smiths@bigpond.com)


























This is the iTunes account that you will use to purchase apps for your child.







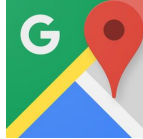



Family Sharing





([click here](#) for instructions from Apple)

Step 3: Install free apps

<p>KEYNOTE</p> 	<p>IMOVIE</p> 	<p>NUMBERS</p> 	<p>GARAGEBAND</p> 	<p>PAGES</p> 
<p>HP REVEAL</p> 	<p>IDEAMENT</p> 	<p>CLIPS</p> 	<p>EDUCREATIONS</p> 	<p>SKETCHES SCHOOL</p> 
<p>DRAWING BOX</p> 	<p>KAHOOT!</p> 	<p>QR READER</p> 	<p>SCRATCH JR</p> 	<p>SWIFT PLAYGROUNDS</p> 
<p>TYNKER</p> 	<p>SEESAW CLASS</p> 	<p>PRISMA PHOTO EDITOR</p> 	<p>PADLET</p> 	<p>CANVA</p> 
<p>BEE-BOT</p> 	<p>STOP MOTION STUDIO</p> 	<p>SPHERO EDU</p> 	<p>BIBLE APP FOR KIDS</p> 	<p>WORD CLOUDS</p> 

INSTALL AND ARRANGE ALL THE GOOGLE APPS IN ONE FOLDER FOR EASY ACCESS	GOOGLE DRIVE 	GOOGLE DOCS 	GOOGLE SLIDES 	GOOGLE CLASSROOM 
	GOOGLE EARTH 	GOOGLE SHEETS 	GOOGLE MAPS 	GOOGLE CHROME 

Step 4: Purchase and install required apps

BOOK CREATOR FOR IPAD \$7.99 	PIC COLLAGE EDU \$2.99 	GREEN SCREEN \$4.49 	POPPLET \$7.99 	
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TOTAL FOR PURCHASES - \$23.46

How do I download Apps?

[\(click here\)](#)



Our Responsibilities

.....Students, Parents, School and Diocese

St Bernard's believes learning ethical online behaviour is essential in the lives of our children and is best taught in partnership between home and school. Children today spend increasing amounts of time with online learning and socialising. These online communities need digital citizens who know how to do the right thing by themselves and others online, and practise this, even when no one is supervising them.

While at school....

Students will:	The School will:
Ensure iPads are fully charged overnight at home before coming to school each day and all equipment is well labelled.	
Have required apps loaded, updated and ready to be used	Provide a list of apps required for use at school
Ensure that the iPad has memory space available to accommodate the required learning tasks	Help to create cloud based storage spaces for children to save and showcase digital work
Remember to build in time for rest from screen time	Ensure an appropriate balance between on-screen and off-screen time each day by making use of a range of materials and spaces in learning experiences
Use collaborative sites for positive communication or comment	Reserve the right to remove inappropriate comments or uploads
Report issues or concerns with technology to staff	Work with CSO ICLT Services Team to address issues and concerns
Take care of all technology resources whether owned by themselves, St Bernard's or other students, and be held accountable for deliberate damage	Work in partnership with parents to help children recognise the privileged position they are in, and to help them develop personal responsibility for the care of expensive resources
Take care to place the iPad on stable surfaces, and carry it with care	Communicate procedures for storing and care of iPads while at school
Not share passwords or private information with others	
Choose to use appropriate apps and sites for learning	Provide appropriate choices in apps that represent good value and maximise learning and creativity.

St Bernard's is part of the system of schools in the Diocese of Broken Bay. Our schools are supported by an ICLT Services Team, located at the Catholic Schools Office (CSO) in Pennant Hills. The ICLT Services Team manages, controls and is responsible for the availability of services and information access across all schools in our diocese.

Their responsibilities in St Bernard's BYODD program will include:

- Configuring the iPad so that it can join our BBSchools network, which will allow students to access the internet whilst at school, within a managed environment designed to minimise risk
- Providing technical support and expertise to the school

At school, iPads will be used to support teaching and learning, however we recognise that iPads can be used differently. Use of iPads **outside of school hours** should be subject to parental supervision in the home. St Bernard's does not accept responsibility for monitoring the manner in which the device is used after hours.

These guidelines may assist you with managing your child's use of his/her iPad at home:

Parents can:	The School can offer support by:
<ul style="list-style-type: none"> - BE INFORMED about the risks and benefits of internet access. - Discuss the importance of keeping personal information and photos in safe spaces on the internet. - Set guidelines about "friends" your child can collaborate and communicate with via the internet. - ensure the iPad has the necessary available storage required for daily learning tasks (ie more than 3GB) 	<ul style="list-style-type: none"> - Providing parent workshops - Sharing information with parents via school website, St Bernard's app, and newsletter - Provide best practice on cyber safety options
<p>Ensure your child's use of their iPad is IN VIEW</p> <ul style="list-style-type: none"> - Set guidelines about your child's internet activity taking place in public areas such as your kitchen bench or living area. - Store and charge the iPad in a public space overnight, rather than in your child's bedroom. - It is easier to be informed and interested when you can see how your child is using the iPad - What sites are they visiting? What games are they playing? What are they creating? 	<ul style="list-style-type: none"> - Suggesting and making use of appropriate apps and websites - Provide opportunities for staff and parents about uses of technology to inform and create learning
<p>BE INTERESTED</p> <ul style="list-style-type: none"> - Ask your child to show you their work on the iPad and in the cloud (eg. Google Drive and Seesaw accounts, Blogs etc.) - Make use of some of the apps that your child is using 	<ul style="list-style-type: none"> - Including parent access to learning spaces - Presenting student led showcase evenings and/or workshops

St Bernard's Catholic Primary School

Student ICT Acceptable Use Policy for BYODD



Name _____

Class _____

I understand that:

Level 1

- I will not ask another student for their password.
- I will not access another student's email account to send or receive emails.
- I will keep my iPad in my school bag before school.
- I will bring my iPad into the classroom and place it in the tub when I enter the classroom.
- I will not engage in non-educational gaming or other activities not authorised by the staff on the iPad during class time.
- I will not share personal information online about myself or others such as home address, telephone number, age or images of myself or other students.
- I will not share my login information with any other student or allow anyone else to use my account.
- I will use my school email for school related work and not use it to sign up to programs or Apps eg. YouTube

Level 2

- I will not use another child's iPad or attempt to gain access.
- I will not download any apps at school.
- I will only use my iPad in the designated learning environment during school hours.
- I will not use my iPad before/after school, at recess and lunchtime, on the school premises unless asked to do so.
- I will not use bad or offensive language including acronyms or abbreviations during set classroom activities e.g. blogging.

Level 3

- I will not use my email to send inappropriate emails and spam.
- I will not harass, bully or humiliate others online.
- I will not access sites not legally allowed by individuals under 13 yrs of age eg. Facebook, etc.
- I will not access social media sites.
- I will not deliberately abuse and/or misuse another student's iPad resulting in the iPad being damaged or being made inoperative.
- I will not pretend to be someone else.
- I will not use any means to disable or bypass the school's Security Settings.

If I breach any of the above rules and policies, the consequences for my actions are as follows:

Level 1:

The consequence for breaching level 1 is:

I will receive a warning from the teacher.

After 3 warnings in one school week, my actions will be considered a Level 2 incident.

Level 2:

The consequence for breaching level 2 is:

My teacher will contact my parents using the form.

My parents will sign the form and return it to school.

My iPad will be confiscated immediately, I will take it home and I will not be able to bring or use my iPad at school for five (5) consecutive school days.

Level 3:

The consequence for breaching level 3 is:

My right to use my iPad at school will be withdrawn immediately for a period of time to be determined by the Principal, who will be notified at the time of the breach.

My parents will be called for a meeting to discuss my actions.

Student Name: _____

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

A Diocesan "Internet and Network Services User Agreement" is also to be signed annually by all students (and co-signed by parents) to remind them of their responsible use of technology. Violation of this agreement may result in loss of access to technology for a period of time.



St Bernard's Catholic Primary School
BYODD Level 2 Consequence Form



Student Name: _____ Class: _____

Date: _____

Breach:

Consequences:

Teacher's Signature: _____

Student's Signature: _____

Parent's Signature: _____

Our Response to Frequently Asked Questions

What does BYODD mean?

Literally, it means Bring Your Own Designated Device. Practically, it means that you purchase, own, and are completely responsible for a device that has been defined by the school, and your child brings it to school with them each day.

WHICH iPad can I use?

The minimum specification for an iPad to be connected to the DBB network is an Apple iPad 6th Generation with 32GB storage as specified on page 14 of this booklet.

Can I use the iPad I already own?

Yes, as long it's an Apple iPad 6th Generation as specified on page 14 of this booklet

What about an iPad mini or an iPad Air?

No, these devices do not comply with the minimum specifications.

What other accessories will be needed in addition to the iPad?

Accessories can be purchased from Apple stores, major retailers or online (eg. Ebay).

- iPads MUST HAVE A PROTECTIVE COVER, clearly labelled with student's name
- Students MUST HAVE headphones
- We strongly recommend you also purchase a screen protector and a microfibre cleaning cloth
- KEYBOARDS are not required
- You will need INSURANCE COVER for the iPad (can be done through Apple- AppleCare)

What apps will need to be installed on the iPad?

Class teachers aim to make appropriate choices in apps that represent good value and maximise learning and creative opportunities. Some apps will be paid apps, while others will be free. A few further apps may be required as the year progresses, and students and their families will be given ample warning if this is the case.

Can we download other apps onto the iPad?

As you own the device, we believe you have the right to choose what apps you want to download on it. We will use the iPad at school for teaching & learning purposes only, and would not like the children to be distracted by other apps they have downloaded for leisure or entertainment purposes. If children are constantly being distracted by other apps on their iPads, we will ask for them to be removed.

We are aware that iPads do have the potential to be an easy distraction for a disengaged student, so we will work with students, in partnership with their parents, to help them develop the important life skills of self-discipline and focus. Students will be reminded of the privileged position they are in, and will constantly be made aware that they are expected to act responsibly with iPads at all times.

Why aren't the iPads provided by the school?

St Bernard's has invested through school funds the limited number of multiple devices we already have. Simply maintaining and updating to minimum system requirements of school shared devices over time would still remain a serious commitment.

What about my child in Kindergarten and Year 1?

School purchased iPads we currently have across the school will be moved into Kinder and Years 1 to allow shared use of these devices in those classes.

What happens if we decide not to purchase a designated device for my child in Year 2 to Year 6?

The choice is yours as a family and no child will be disadvantaged. Year 2 to Year 6 will have some school shared devices in their classrooms for students who choose not to be part of the BYODD program.

What happens if my child's iPad is lost or damaged?

Loss of or damage to the BYODD iPad will be your responsibility. There are local stores (eg. The Apple Store in Hornsby) who can provide repair and/or replacement services. You will need to contact your insurance provider to determine who will cover the cost of these services – you or your insurer. Your child will need to make use of other digital and traditional resources available in the classroom while their iPad is unavailable due to repair.

Additionally, AppleCare protection provides two accidental damage replacements over the two year period.

How will the iPad be transported between home and school?

Electronic stores and retailers sell a range of iPad covers/cases. The quality of the protective cover you purchase will impact on the safety of the device when it is being transported between home and school. We strongly recommend that you purchase a durable cover/case that protects the corners of the iPad and covers the screen.

The school will work in partnership with parents to remind children of their responsibility about ensuring the safety of their iPad by using it on safe and sturdy surfaces at school and home; and how to use the cover/case when transporting it. An iPad should easily be able to fit in the St Bernard's school bag.

Can my child use their iPad anytime at school?

Children will be reminded that they are not allowed to remove their iPad from their bag before or after school (including at Warrina Kids before and after care). It is to remain in their bag until they get home. When entering their classrooms they will be asked to take out their iPads from their bags and place them in their individual tubs ready for use when needed and as directed by the teacher. They will not have access to them during recess and lunch breaks.

What about potential damage while travelling to and from school?

We recognise some parents will feel nervous about possibilities of damage during transit. Successful schools have ensured a well-drilled and monitored procedure of the storage and carry of devices with clear and explicit instructions. We plan to utilise these same strategies, making our expectations very clear and responding quickly to any student who takes their device from their bag in transit to and from school. Also, we restate the importance of insurance cover.

Will there be an increased homework load?

We encourage parents to negotiate with their child about boundaries regarding screen time at home. Homework expectations won't shift in amount but we gradually hope to provide an evolving online learning environment for parents to access. Overtime, parents will be able to see more of what the children are learning at school and will be able to engage positively with their children's learning in class through these digital tools.

What happens at school if my child does not have his/her iPad with them that day, or it is not charged?

If a child forgets his/her iPad, they will need to make use of other resources within the classroom for that day.

What about the dangers we hear about on too much screen time?

St Bernard's has always sought to provide a balanced and healthy learning environment- which includes a range of ways to learn, including the need for physical activity and other learning experiences. The BYODD program does not change this emphasis. What we do seek however is to have the tools for learning available as needed, where momentum for learning won't be lost in waiting for devices to be available- or in other circumstances of lost work from access to other users. This is one of the biggest frustrations in sharing devices which were intended to be personal.

What technical support will be available?

We encourage students and staff to build their own self-supporting problem-solving capabilities, and use them as the first attempt to resolve any difficulties they are having with apps, or the iPad. Making use of Google and Youtube has helped build these capabilities, as has sharing the expertise that currently exists in our students and staff.

The CSO ICLT Services Team will be providing support for BYODD regarding connection to school wifi and will assist with professional learning for staff, parents and students when requested.

I am worried about basic skills being lost.

We believe that taking advantage of learning opportunities that technology offers will support and enhance the quality of teaching and learning that St Bernard's prides itself on. This includes development of a wide range of skills including and beyond basic skills. Our research indicates that basic skills have actually been enhanced rather than diminished.

What about handwriting and other similar skills?

Students will still learn and practice their handwriting skills as normal.

Will the iPad use be monitored at home like it is at school?

No. While at school using the system wifi, the usual monitoring with internet use will occur from the CSO ICT Team, but you will need to add your own parental controls on the iPad for use at home.

Are students allowed to play non-educational games on the iPads at school?

No

What if someone else breaks your iPad?

Just as if someone broke your personal property now, the same consequences would apply except the leadership team would be involved. Leadership would investigate the situation and work with students and families to come to an acceptable resolution.

What about safety and security at school?

iPads will be kept locked in your child's classroom during recess and lunch or when the whole class is elsewhere (eg. the oval for PE, hub for Japanese etc.)

What about cyber safety and ethical online behaviour?

St Bernard's has continued to proactively address and promote a culture to prevent inappropriate use of technology and empowerment of students to seek support when such instances occur, through our Personal Development & Health class programs. We seek to work closely with parents to promote responsible supervision- where we support our children's health and well-being on all fronts.

If you have further questions please submit via school email and we will endeavour to respond as soon as is possible.

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