

BYODD – Bring Your Own Defined Device

*November 10 Parent Evening
Coffee & Conversation Meetings*



Parent Voice – Feedback

Our Vision for Learning in the 21st Century

Dear Parents and Carers,

As our school seeks to embark on change – our commitment to dialogue with parents and carers is as great as ever. As our children’s first educators, any vision the staff and I seek to share can only succeed if we are successful in engaging with our parents – and ultimately enable as many as possible to share this vision with us.

I believe we are in a very exciting period for our community. We are very aware that our BYODD initiative is the topic of much discussion and dialogue both on site, and among parents elsewhere. There is lots of passionate conversation – and as long as this is conducted in a way that is respectful of all viewpoints (including views alternative to our own) our thinking is sharpened – and the children’s learning and achievement is clearly at the forefront of decision making. Over the last week we have had our well attended parent night – and three excellent “Coffee and Conversation” mornings where parents have been able to ask questions directly – and clarified what this initiative does represent – but importantly what it isn’t.

Personally I have found the many, many parents who have been open minded about this initiative, but also concerned enough not to give unqualified support too early (which is perfectly reasonable, and something I would encourage in everyone) have been able to address their concerns, dispel most, if not all of their fears – and come to share our vision as to why we are seeking the opportunities that lay ahead for all our children. Anytime serious change is flagged, we need to tread cautiously – be open to the fears and concerns that will be legitimately raised and address those with as much information as possible. As leader of our community, I will unashamedly seek to passionately and clearly articulate a personal vision – but just as importantly, seek to engage with others – including listening carefully and respectfully. This of course needs to be two way – and I am most encouraged by so many open-minded parents who have demonstrated a similar outlook.

Contained within is the supplementary document capturing parent voice which flags the excitements, and addresses the questions and concerns raised at our recent parent evening. Our observations were that the various focus and feedback groups contained quite different moods – many were generally positive – a couple were less so and parents expressed their concerns. Importantly each had an opportunity to voice this.

Please read through this document – and crucially, the previously launched statement: ***Our Vision for Learning in the 21st Century***. Just as the staff and I commit to be respectful of the genuine questions raised, we ask all our community to be informed, and engage with the already significant amount of information made available. Although our series of planned dialogues has ended – my door remains fully open to any parent seeking clarification. In the next few days you will be contacted by MMG Education – who we have commissioned to independently assess parent voice – and recommend to us if we have been successful in taking a critical mass of parents with us as we seek to enable our vision. In undertaking your feedback, please be as informed as possible. You then speak with qualification – whatever your position is, it is valued.

God bless,



Robert Peers.

What are some of the Positives / Excitements You Can See?

- Pleased the school is thinking ahead; looking not to rest on its laurels but for excellence.
- My child isn't as successful in "stand & deliver" learning – I am confident this approach will reach her in new ways.
- I've seen my child in his pilot class – there is a real atmosphere there where learning is valued.
- Assessment of learning is visual – not just traditional.
- School has a plan to support parents – keeping us included at each step.
- Not frightened to engage the kids in their modern medium.
- Staff seems to be really behind this – pleased to see so many tonight.
- Moving with the times – but embracing this responsibly – (clear boundaries).
- Schoolwork will be more available to view on a daily basis.
- Research that has gone into this. My nephew is at a 1 to 1 iPad primary school – nobody there seems unhappy now they're up and running.
- Aware that staff training needs to be a priority – like the plan for this.
- We're glad the school plans to run workshops for parents – it's so easy to feel inadequate
- It is actually far more affordable with the options from the school. A one off payment, not ongoing.
- Pleased school is seeking balance – won't be just iPads but all ways of learning (including some of the tried and true ways).
- Will teach our kids more responsibility – they value what they own much more than if everything is provided.
- I have an already successful child but I recognise that success can be narrow unless we try to broaden her thinking with the modern world.
- Better not to ignore the new times – embrace them responsibly rather than disregard them.
- Love being able to see how my child has been taught Maths – have never "got this".
- Pleased the school wants this for our kids now – isn't going to wait forever until more schools jump in.
- Hopefully technical issues won't bog you down. Seems there is a plan to work through this.
- Our child hated school – this year (in a pilot class) he has been so proud and happy to help others. His teachers and we have shared this excitement.
- I'm nervous – but also excited to see kids so positive about their achievements.
- Had my reservations – but want to be open to possibilities. This has helped.
- The kids are really engaged. I want my child to have her tools available when needed, not just when it's her turn. I've heard about the frustrations of not being able to access when needed and it's a turnoff.
- World at children's fingertips – learning so much more accessible.
- Equips students with real-life skills, not just school curriculum needs.

What Questions Would you like Placed on Record? What concerns do you have?

Many of the questions have responses in the document “Our Vision for Learning in the 21st Century”. (Referenced in right column)

Question / Concern	Response	Our Vision for Learning in the 21 st Century
How much screen time each day?	<i>Will vary day to day. Sometimes little – sometimes more. Never anything like 100%. We value a balanced education where all forms of learning are embraced, including physical fitness and time away from screens and books.</i>	Refer to answer on p 26.
What about posture and eye problems from too much screen time?	<i>This is a question that as a staff we must constantly address. As stated above we don't plan on excessive screen time. We also know that tablets are more portable than desktops although we don't seek anything other than balance on this front too.</i>	
What about families who can't afford it?		Refer to answer on p 26.
What about Cyber Safety? What about unethical behaviour such as plagiarism?	<i>Never has responsible and ethical behaviour been a higher priority. The school already seeks to be proactive in this regard & this is shared with parents. This is something that should be co-taught by parents and school – while our children are good at self-learning in their digital world, the adults (parents & teachers - who have wisdom & life experience) must teach our children together. This program enables continuous addressing of these issues both in library and in class as a constant. It makes it more practical and real than in theory alone.</i>	Refer to section on 12.
What about handwriting?		Refer to answer on p 27.
We hear the school filters are in place – what about home?	<i>The school cannot work in isolation from home. Whatever filters we have at school, responsible supervision remains our most important strategy – this is necessary both at school and at home. Parents have a crucial role to play here.</i>	Refer to p 20 & 21. Also our proposed Media Agreements on p 22 & 23
Does the iPad have to go home? Concerned about transit	<i>The benefits around parent access to school, the need to charge daily in practical ways and access to learning both at home and school are compelling for schools already in such a program. Successful schools have minimised transit issues due to strict guidelines and processes. As an example very few (one in 250) breakages in transit have occurred in one school we have liaised with.</i>	Pages 25 & 26 have a number of responses to this
What about inappropriate apps?	<i>Only educational apps are to be used at school. These will be pre-planned with class teachers and made known to parents in advance.</i>	Refer to answer on p 25.
I have read some articles or had experience where there has been no benefit with immersed technology	<i>Yes there are articles & even some OECD research which question some of our directions if looking at this at surface level. When reading through these carefully, such articles document unsuccessful schools with lack of teacher preparation, community awareness and misunderstandings of how the technology enhances learning through immersion as key aspects. They also document the need for schools to pre-empt issues & have a plan to address them. Our confidence as to our success is in the breadth of research we have undertaken – in theory – as well as schools that have been successful & those who've failed. This has been codified with our experiences in the pilot classes here. There is also a plethora of available research which recognises schooling must adapt to a broader base of offering and our</i>	Refer to findings on p 9 Refer to p13 and 14. Refer to answer on p27.

	<i>curriculum must be accessed with tools of a new generation. We encourage engagement with well accepted research such as ITSE standards for students (Click here to access). It is crucial that student learning be the goal – not technical skills, & where this remains at the centre of all endeavours, success is evident in both traditional and contemporary learning paradigms.</i>	
Why the iPads & not something else?		Refer to p 16
Why 1 to 1?	<i>Sharing devices that are designed as personal has been at best “hit and miss”. There is significant research (click here to access an example) that documents lost student work and lost momentum in learning which makes taking a turn with a personal device very limited. Our students deserve best access if we can provide it.</i>	Refer to p5
How do you stop other children accessing your child’s iPad?	<i>Successful schools have a “no touch” expectation where nobody is allowed ever to touch someone else’s device. This is monitored and followed up. In one school as an example, there has been a total of one screen crack and one breakage – both accidental. The culture of expectation and responsibility has been a successful life skill taught to the students.</i>	Refer to answer on p27
Insurances / Apple Care – What is Covered? Apple Care is currently 2 years	<i>Generally if there is fault in the device – or if damage was unforeseeable and unpreventable, insurance will cover the breakage. We encourage families to discuss this with insurance companies. We are also liaising with Apple to see what can be offered when the two years of Apple Care expires. We have been given feedback that options will exist to extend if need be.</i>	
What about Support for Teachers		Refer to p 15
I don’t like my child to access during the week. This is for weekends	<i>Accessing for learning – as opposed to leisure & entertainment is a crucial point of difference. All of us see the potential waste of time and limited skills acquired if the devices are used simply at our children’s discretion. Becoming aware of the educational benefits – and utilising powerful student engagement for producing learning, collaborating with peers & experts, creating original works in new previously unimagined ways & communicating with multiple audiences are some examples where this is very different to playing non-educational games. This is our focus for the initiative, not what we may have seen already at home.</i>	Refer to answer on p27
Our High Schools are Windows based – does this matter?		Refer to answer on p 27
We have read of data tracking students to show their improvement – Could the school qualify this?	<i>Over the last two years we have worked extensively as a staff to build up a database which cross references student progress with multiple sources to track achievement. Essentially we have asked ourselves “How do we know what they know?” Along with NAPLAN data there is good evidence of school-wide shift in learning through traditional curriculum areas (eg Maths and reading). We have tracked this also in pilot classes to see the shift very evident there. We are now also getting better at assessing students to benchmarks in writing and have started to plot achievement and can track this over time. Parents see evidence of this knowledge in our reporting – but we are most happy to share what is happening internally that demonstrates why we believe we have built up our evidence of student achievement in the long term. To support parents, we plan on workshopping this during 2016. Additionally our dialogue with CSO</i>	Refer to p9 Refer to answer on p 27

	<i>includes use of a rigorous measure of our success with iPads in 2016. We are investigating a number of options – including university partnership so we can measure and demonstrate value add learning.</i>	
What about lunchtimes etc	<i>Just as we encourage balance and a break from learning now – this will not change.</i>	Refer to answer on p26 Refer to answer on p27
Can creativity be hindered by the apps?	<i>Yes - we believe content based apps can hinder creativity. Rather than this approach we focus on the range of consumption, curation and creativity possible across grade levels and subjects using broader apps eg annotation, screencasting, audio creation, redefinition writing apps and video creation apps. The content comes from a wide range of materials available across the Web and in our classrooms, not from subject or topic specific apps.</i>	See examples on p19
What about non-educational apps loaded from home?	<i>A number of apps will be blocked at school by our internal filters (eg FaceTime) as well as others. We will strictly only allow the use of educational apps approved by the school when your child is using his/ her iPad at school.</i>	Refer to answer on p25
How will the school support parents?		Refer to pp11 & 12
As new versions of iPads become available, will we be expected to upgrade?	<i>The specs outlined in this document have been future-proofed for three years – the expected life of the program. It will not be necessary to upgrade over three years from this. In future years, new student cohort groups (eg Yr 4 2017) may be asked to begin their program with later versions so they too can be future-proofed for three years.</i>	Refer to p17
What about photo / video etiquette?	<i>The outlines of responsible behaviour and expectations on pp 20, 21, 22 & 23 include photos as well as a range of other scenarios. This is a necessary aspect of what we expect will need to be drilled to our children and reinforced over the long term.</i>	Refer to pp20-23
What about if there is an issue with the iPad?	<i>The school will have a limited number of devices on hand for class use if your child's iPad is away for repair or for any other reason. This will need to stay at school, however will be available for students who can't access their own</i>	
How can we utilise cloud-based and online storage	<i>As we seek to expand over time, we recognise there are multiple ways to share and store work. We have been developing some aspects in some classes – and already parents may see some evidence of this. As in the case of any initiative, including this one – we trial and check – and measure risk – and benefit before proceeding. This is the case in our ongoing efforts for other modern means to store and share work.</i>	