

Our Vision for Learning in the 21st Century

A guide for parents and carers for the use of iPads as learning tools



BYODD – Bring Your Own Defined Device



Our Lady Star of the Sea
CATHOLIC SCHOOL TERRIGAL

Dear God,

*Change comes unbidden, and at times, unwelcome;
there are many challenges to be faced and
overcome. Change can be daunting and scary.*

*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; our future.*

*Make me strong enough to triumph, flexible
enough to grow and change as needed, optimistic
enough to see the new opportunities, and
discerning enough to respond. The only absolute
truth we know is in You.*

Amen



Dear Parents and Carers,

After extensive research and our very successful two year pilot program, our school believes we are ready to share our vision for learning for children and their parents at home and at school. The following pages represent enormous investigation, consideration and learning from what has worked elsewhere (along with what has not been successful) so that together; we can provide the best and most relevant education possible. All that follows has been planned with our children's learning firmly in mind, but also you their parents (our children's first educators) so all can engage in learning that only a short time ago would never have been possible. Our proposal is bold – but we believe if embraced, can take learning and achievement in our community to a level previously not imagined.

I urge you to engage closely with this document – to read through the pages carefully. There are links to videos and external research which together with the proposal, help to inform our community as to why we are seeking to embark on this journey. We are also looking to provide as much detail as possible – to 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. We ask parents to try and come to the pilot class showcase and information session on November 10 (from 6.30pm), or if unable, to a Coffee and Conversation on November 11, 16 or 17 (from 9am).

Ultimately we are seeking to move forward with a 1 to 1 BYODD (Bring Your Own Defined Device) iPad program, beginning in 2016 in Years 4 & 5 (with an option for Year 6 also covered). By 2017, students as a matter of course, would obtain an iPad in Year 4 to take with them through to Year 6. This booklet provides detailed information relating to the proposed BYODD program. It includes:

- Our Core Values of Our Lady Star of the Sea Community
- Principal's Introduction
- A brief summary of where we have come from in terms of our use of technology in teaching and learning
- An outline of where we are now in that journey
- What we know about technology's place in learning based on experience and research
- How we plan to support our children
- How we plan to support parents – providing you with a window to our children's learning on a daily basis.
- How we plan to support our staff
- A brief outline of the features of designated iPads that will be required in the parent-funded 1:1 iPad learning environment.
- Naming the responsibilities of students, parents, school and system
- Addressing anticipated questions raised by parents and carers

We look forward to working closely with our parent community

Kind regards,



Robert Peers
PRINCIPAL



Our Core Values at Our Lady Star of the Sea Community



Respect: We believe in respect for others, ourselves, the environment and for safety.

Mission: We continue the mission of Jesus to bring the Good News to our school community and to share this with others.

Belonging: Our school is a welcoming community where all can experience a sense of belonging.

Learning: We create a quality learning environment where all children are confident and involved learners.

Faith: We are a Catholic community of faith in which Jesus helps us to love one another



Principal's Introduction

Our Lady Star of the Sea Catholic School at Terrigal prides itself as a personable and loving community, seeking to be the best caring and nurturing environment we can be. Within this environment we encourage students to take responsibility for their own learning in an environment of support and partnership between teachers and parents. As such, student learning and achievement takes an unashamedly huge priority. We are also acutely aware that the closer we can work with parents and carers, giving each a direct insight into learning on a day to day basis; we multiply achievement and success for our children.

Within this context, it has become more and more evident that schools are struggling to keep pace with the astonishing rate of change in students' lives outside of school. Students will spend their adult life in a multitasking, multifaceted, technology-driven, diverse, vibrant world – and they must be equipped to do so. We also must commit to ensuring that all students have reasonable access to this technological world. As writer Alvin Toffler points out, *“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”*



Against this backdrop we recognise that the tools for learning must be available where students work, when they need to use them and not simply when they might (if at all) become available. We can no longer even imagine a world of work where executives, engineers, administration assistants, and salespeople all wait at their desks for their occasional opportunity to use their tools to work. The days of students waiting for their turn with technology tools must likewise end.

As Principal at Our Lady Star of the Sea, I feel very privileged to lead our wonderful community. Notably, I take this responsibility seriously – and seek (as parents would expect) to provide the best opportunities and most relevant education possible. Our BYODD iPad program in itself will not provide this alone. It is our close and ongoing partnership between parents and teachers with the children at the centre – and the tools for learning on hand, that together will give our children their best chances for success.

God bless,

Mr Robert Peers

Where we've come from



2014

New Principal purchases 30 x iPads on arrival

Staff team formed to explore research, best practice and develop professional strategy

Use of SAMR model as theory of practice. Staff Professional Learning put into practice with this model ([click here](#) to access SAMR video)

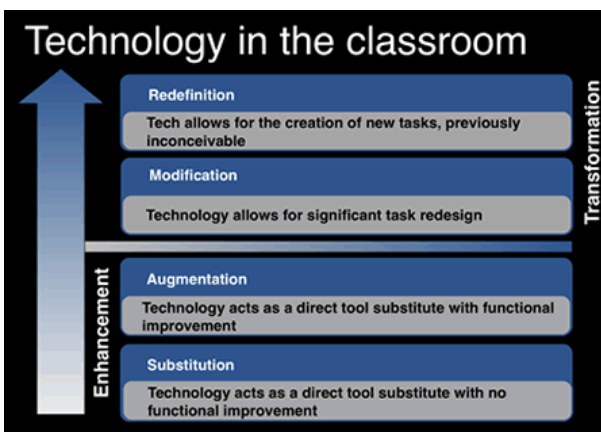
Schools Tour by iPad team to see schools with acknowledged best practice.

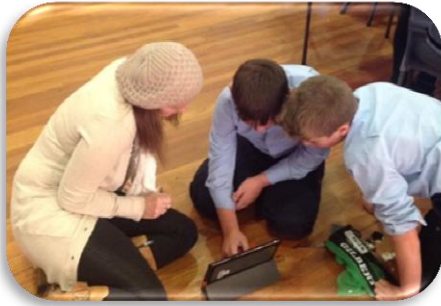
Parent night No 1 – flagging first steps.

2 x pilot classes 15 x iPads each. Developed trial.

Student led staff professional learning session.

Parent Night No 2 – Students sharing their learning. Strong support for expansion in 2015





2015

Investment in a further 80 x iPads to support expansion across school.

Development of two pronged strategy across school with pilot classes in each grade (Immersed environment in Years 4-6 23x iPads; diluted environment K-3 10x iPads)

Grade reps on Staff iPad team across the school.

Staff Professional Learning – including student led staff meetings

Apple TV installed across the school. Utilised progressively in classes and now in assemblies.

Successful School Review – outside panel endorsement

School Parent Board & P&F Exec tour to investigate other schools

What we know

What current research and experience tells us



“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)

We know that technology provides opportunities to build general competencies and encourage children’s development as independent problem-solvers within today’s world. We know that learning is personal, driven by the interests, enthusiasms and passions of the individual.

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 www.australiancurriculum.edu.au/GeneralCapabilities/Overview/general-capabilities-in-the-australian-curriculum)

[Click here](#) to watch the clip: “*Did you know? 2014*” ...to get a snapshot of our changing world.



Our Pilot Program 2014-15

With the limited number of devices we have purchased in the last two years, very deliberately the school sought to learn and apply best practice rather than simply issue them across all classes without a clear strategy. Accessing research ([click here](#) to see an example) which clearly outlined the lack of success (and waste of money) such an approach would likely have, we didn't want to make the mistakes that many schools have done. If we were investing in this initiative, we needed to set it up for success and *immerse* our iPads into a small number of classes as our first steps.

Our pilot program included extensive documentation of successes and failures. We also began to codify iPad integration functionality and elicit best practices to serve as a foundation for future iPad expansion. There have been many bumps to go along with the successes, but each has taught us a great deal so we can be ready to learn and improve.

We also used external expertise to examine value added educational gains to our students in those classes – not just in terms of their engagement – but in terms of real learning. We found that students in those classes were responding extraordinarily well in demonstrating higher order thinking skills, problem solving, critical thinking, deep questioning and collaboration. Results too in more traditional curriculum paradigms of Mathematics, Spelling, Reading and Writing, were indeed very strong – and have contributed strongly to our whole school improvement in NAPLAN and internal diagnostic assessments over the last two years.



Without such an approach, we have no doubt we would not be in this position, and would not have any foundations to build on for next steps. Nevertheless, now that we have reached this point, we cannot continue this way. It is unfair and inequitable (something that goes against our own Catholic philosophies) and if we are to continue with an immersed model of iPad integration, it has to be for all students. Our confidence as to the success of the proposed BYODD initiative is only possible through our pilot program – but it is now time for that to end.



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



“The principal 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)

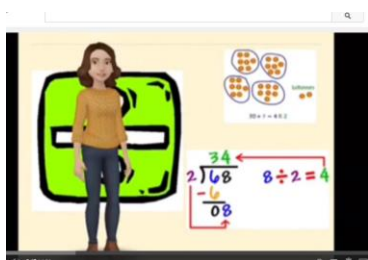


Technology enables learning to take place anytime and anywhere. Learning in school is extended and supported by the use of new technologies that enable students to continue learning beyond the school walls, and acts as a link between formal and informal learning.

Changing the Landscape for Parents & Carers

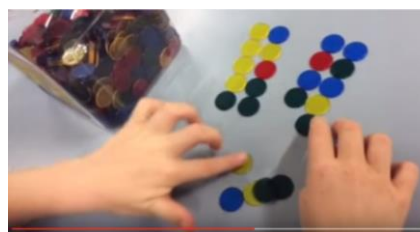
Everything we do at OLSOS is for our children and they are firmly at the centre of this and all our initiatives. But we strongly recognise the critical role of parents and carers in making a huge difference to children's achievement. Our BYODD initiative squarely seeks to invite parents into day to day contact with their children's learning. "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](#)). This is where the transfer of iPad home each day brings so much opportunity.

Already we have started using the iPad in some classes to share teacher instruction demonstrated at school that can be reinforced at home for practice. We know parents often feel hamstrung at being in the dark about teaching strategies in Mathematics for example. Teacher & student iPad use – and online associated learning environments have great power to dispel this.



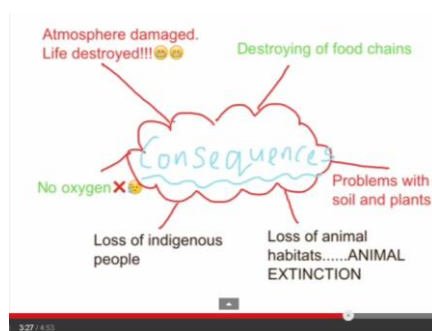
[Click here](#) to access an existing example from one of our classes.

In building on this, by bringing the iPad home daily, parents will have access not just to the teacher – but their child's individual learning and interaction with their teacher. Parents will have access to learning conversations between teacher and child – and can support this on the home front.



[Click here](#) to see how we would envisage this – again using a Mathematics example. (*Used with permission*)

There are many other ways we can bring learning to our children's most important educators. The use of integrated technology enables our children to share with parents not just their work, but their achievements in learning. Such regular opportunities to share with a willing and interested audience, provides motivation, purpose and pride at new levels.



[Click here](#) to see one example of work that can now be shared at home via the iPad. (*Used with permission*)

Supporting Parents & Carers in their Learning

We know 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 fronts. Feedback on such occasions has been overwhelmingly positive – with the realisation that with the right mind-set, our children can teach their parents as much as parents can teach their child. As we rollout the BYODD initiative, we plan on providing many more opportunities so parents have the opportunity to keep abreast of the rapidly changing times.

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 parents and carers are clear about the boundaries we teach our children – especially when collaborating with others – and expect parents to support us (and ultimately their children) in this. Information will be sent home regularly as a proactive means in which we face not just the benefits – but also the pitfalls and dangers of being part of the digital age. Whilst our new generation of learners has a lot they can teach adults, maturity, which comes from life experience is something they gain from our teaching together.

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:

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

(Moyle, 2010)

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 table below illustrates how we are currently seeking to make use of the ISTE Standards for students and teachers (which are widely recognised and adopted worldwide) to help inform and create learning experiences at Star of the Sea:

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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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.

Future Work Skills 2020 Summary Map (2011).

www.iftf.org/futureworkskills

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.



***“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)***

*“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).*

How we Plan to Support our Staff

There is overwhelming evidence from successful schools (as well as those who 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 ([click here](#) to access an example) exist which indicate we set ourselves up for failure if we do not make this one of our highest priorities.

We know that all schools have staff at varying levels of confidence and skills in digital technologies. This in itself is not an issue if the mind-set and attitudes are positive – and there is a willingness to embrace personalised learning in context to support the children in the class. We are blessed at OLSOS to have a group of staff who, whilst at differing skills, recognise the need to support our children this way and learn accordingly. The response to the directions outlined in this proposal has 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 teacher's time. We are very fortunate to be part of a community where staff understand this – indeed without this level of willingness, we could not be making this proposal to parents and carers.

Our first steps have been to build and develop internal expertise and leadership. We have been fortunate to be invited by Apple (who in turn recognised our community as having the right vision and thinking to succeed) to educate two of our teachers as ***Apple Foundations Trainers***. This is a prestigious title, application for which is invitation only. Added to that is a plethora of educational professional development for other key staff so they can implement at class level, but more importantly support our wider staff in a personalised way.

All staff will be matched by one of our leading teachers with planning time and co-teaching class-time provided. We are accessing this through external grant funds. These funds, do not permit us to purchase the devices directly, but recognise the need to support teachers closely for any initiative such as this to work. Each staff member will plan according to the needs of his/her class, use the support of an internal expert in that planning, and then co-teach for a time to build their skills to support the children in the class. The strategy won't overly burden teachers – but will build capacity across the school to enable success long term.

Our professional learning strategy then builds a range of successes across the school in which our culture of sharing and collaboration builds on – and delivers this at classroom level. 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 normal curriculum. We are not teaching a new subject to our teachers – 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.

Why we have gone with iPads?

There are many ways we could have taken our pathways – and indeed we are only too aware there are a range of Android tablets – not to mention laptops we could be asking our community to invest in. Some at surface level – are indeed cheaper – yet we have sought to consider the best value and maximum outcome for our children and community.

Currently, our classrooms and diocese are not set up to accommodate use of multiple devices. We have invested over the last two years to build staff and student experience with iPads and plan on building on that, rather than start with a new device at this stage. We have no specific loyalty to Apple other than to access their considerable support for professional development – and the available resources they have provided (and continue to do so). We recognise these as crucial to the success of the program, and without such support, we would not have been able to proceed.

The devices have offered the easiest opportunities for children to access data and wifi networks and 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 in a school bag, and stored easily in classroom spaces. The portability, size, intuitive use, speedy access and variety of cost effective software contributed towards preference for the iPad in our primary school setting. We have appreciated the technical specifications of the iPad such as a battery life that lasts a whole day of use, a fast and smooth operating system, built in camera, Bluetooth, speakers and microphone.



Laptops still remain an important resource in our school for children – the iPad does not serve as a laptop and complements those we continue to use - it doesn't replace them. Additionally, our extensive research ([click here](#) to access an example) indicates that much more is possible with redefinition educational apps than merely substituting with laptops.

2016 in Year 4 & 5; 2016 in Year 6

2016 is earmarked as the year for change. As such we recognise it as the one to affect our families the most. If your child is in Year 4 or 5, we are asking you to commit to the purchase of the BYODD program. In future years, students will acquire their iPad to begin Year 4 and this will travel with him or her to Year 6.

If your child is in Year 6 during 2016, we recognise the shorter timeframe before High School means this investment has less value for money. We are not expecting students in Year 6 to be part of the BYODD program next year for this reason. We will be supporting those classes with some of our existing resources and will work to incorporate as much of the principles of the initiative.

Some Year 6 parents may already own, or still strongly want to purchase iPads so their child can have the benefits of the program. This is their prerogative, and if that is the case, it will mean more can be distributed in those classes from our limited number available. We will be respecting and promoting strongly that ***this is not at all an expectation***, and will work to ensure there is no culture of “haves” and “have nots”.

Getting the iPad

The CSO ICLT Services Team has sought to support our school for BYOD devices from its internal Mobile Device Support (MDS) Team. The MDS Team has extensively researched options that can be supported and sustained. Whilst it is tempting to seek to use an older device that may come from home, their advice calls for the following minimum specs and configuration.

Configuration

Minimum specifications	Highly Recommended
<i>iPad Air</i>	<i>iPad Air 2</i>
<i>32 gigabytes (GB) of storage</i>	<i>64 gigabytes (GB) of storage</i>
<i>No phone SIM</i>	<i>No phone SIM</i>

1 gigabyte (GB) = 1000 megabytes (MB); 1 gigabyte (GB) = 1000 megabytes (MB) an average song takes up about 4MB of space. Some apps can take up to 500MB (half a gigabyte) of space.

The iPad Air has been chosen as the minimum requirement to be in line with common practices utilised by IT Departments, being to support one model prior to the most recent available model. As the iPad Air 2 is the most recent model this means that the minimum specification is its predecessor, being the iPad Air. This minimum specification allows for considerations such as futureproofing so that the expected lifespan of 3 years for the device is realised and that future iOS versions/applications will operate efficiently without affecting the learning outcomes of the students. Additionally, older units and devices such as the iPad Mini are known to have lower performance capabilities. Therefore, some applications and systems being designed for use with Apple iPads will not operate on the older devices or the iPad Minis. One example of this is NAPLAN Online Testing that is slated for release in 2016/2017 will not be designed to operate on iPad Minis. (A representative from CSO Mobile Device team will explain this in more detail on the evening of November 10)

Options for our Families

We fully respect and recognise that such a commitment from families will be difficult in some cases, and have worked closely and extensively with CSO to find creative ways to genuinely support our families so they can manage this commitment. We have come up with a number of options (over) to provide as much choice and support that we realistically can:

Option 1: Bring one already owned with the provisions on p 17:

If you already own an iPad device that complies with the documented minimum specifications detailed above, it can be enrolled for use on the DBB network.

Option 2: Purchase from retailer (according to specs on p17)

iPads are sold at various retailers such as JB HI-FI , Apple Stores, Big W and Target. Devices purchased at these locations must comply with the minimum specifications detailed above.

Option 3: Access through one off fees through centralised purchase from Apple by Catholic Schools Office - billed with fees in 2016

CSO MDD team will work with Apple and the school to acquire a number of new Apple iPads that can be then purchased directly from the school. Prices will be comparable to among the lowest retail (some retail sales may supersede this at times). Families will be able to pay this in the normal way fees are paid each year. Costings will be:

iPad Air wiFI 32GB @\$515.00 ex GST

iPad Air2 WiFi 64GB @ \$680.00 ex GST

2 yr Apple Care warranty for iPad @\$99 per iPad

A parent portal will be set up so orders can be made online with delivery to the school and payment included on fee bills

Option 4: Purchase without GST for a transfer of ownership when leaving our school (Not yet finalised as an option).

In these cases, the school purchases the iPads upfront in the same way as Option 3. Technically if it remains a school owned device, we would then be able to claim GST back as we have the ability to do this for school purchases. We are not permitted to then on-sell to parents while their child remains at school, but would transfer ownership for a fee of \$0 whenever the time comes you leave the school. Cost is billed to fees in the same way as option 3 – but for all other purposes, the device is used the same way as for other students. **It is important to note that we haven't yet finalised detail to this option at the time of print – and therefore can't guarantee it's go ahead until this has been finalised.**

Option 5: Refurbished iPads also sold by Apple via a Certified Refurbished Program

These devices are refurbished, tested and certified by Apple to be fully operational. They include a new battery, a new case and come with a 1-year Apple warranty. The devices can also have Apple Care Protection purchased for them. Devices purchased via the Apple Certified Refurbished Program must comply to the minimum specifications detailed on page 17 of this document. Go to (<http://www.apple.com/au/shop/browse/home/specialdeals/ipad>) to find out more.

INSURING THE IPAD

Insurance options for the iPad should be included through your own insurance company, or via “Apple Care”. Devices purchased through the school in options 3 & 4 will include Apple Care as an option.

Other Costs

To ensure optimum use, we also strongly urge families to purchase:

- A screen protector which prevents screen from being scratched (available very cheaply online).
- A cover to protect the iPad – we recommend a heavy duty cover that specifically protects the CORNERS of the iPad as well as the screen. (Options will be available when purchasing through the school). We ask parents also purchase headphones and please clearly label your child's iPad with name and class.

Equipping the iPad

In the New Year, we will work with families to support the download of apps to support the educational use of the iPad. The steps are listed below.














Step 1: Get an iTunes card

This is a safer recommended option, rather than using a credit card.

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 (e.g. smiths@bigpond.com). This is the iTunes account that will be used to purchase apps.

Step 3: Install apps (*Support to enable this in the New Year*)

 AURASMA	 CANVA	 DRAWING BOX FREE	 EDUCREATIONS	 FUNNY MOVIE MAK
 GLO BIBLE	 GLOGSTER	 GOOGLE DOCS	 GOOGLE DRIVE	 HOPSCOTCH
 KEYNOTE **	 KOMA KOMA	 MATHLETICS	 NUMBERS **	 PAGFS **

** As part of required iPad Air or iPad Air2 these are free

Other required apps

 iMOVIE \$6.49	 GREEN SCREEN BY DO INK \$3.79	 NOTABILITY \$3.79	 POPPLET \$6.49	 PUPPET PALS HD DIRECTORS PASS \$6.49
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Timeline for Implementation

- November 2015 – Formal Launch to parents and community
- November 27 – Purchase options for school ordered and billed devices available to parents.
- January – February – Period for continued purchase through means described on p17&18
- March – CSO MDT commences configuration – student training to hook into school network then transfer connection when at home. Protocols fully established for students in class. iPads used in class for apps. May not be fully integrated into connectivity at school straight away.
- By the beginning of Term 2 2015 - Full operation of program including school connectivity.

Our responsibilities

...students, parents, school, diocese

Our Lady Star of the Sea'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 before coming to school each day	
Have all equipment 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, Star of the Sea'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, & to help develop personal responsibility for care of expensive resources
Take care to place the iPad on stable surfaces, and carry it with care	
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 creative opportunities Provide opportunities for staff and parents about uses of technology to inform and create learning

Our Lady Star of the Sea 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 Star of the Sea’s 1:1 BYODD program will include:

- Configuring the iPad so that it can join our dbmobile 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. Star of the Sea does not accept responsibility for monitoring the manner in which the device is used after hours.

These guidelines may help you manage your child’s use of his/her iPad at home:

You can	The school can help 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 to accommodate the required learning tasks (ie more than 3GB) 	<ul style="list-style-type: none"> • Providing parent workshops • Sharing information with parents via school website, Star of the Sea’s app, and newsletter
<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? 	<p>Suggesting and making use of appropriate apps and websites</p>
<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. Edmodo 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 • Suggesting appropriate apps and websites • Provide best practice on cyber safety options • Presenting student led showcase evenings and/or workshops

Common-sense Media Agreement (K – Yr 3)

This 'Common-sense Media Agreement' is to be signed annually by 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.

I will...

1. Stay safe

- I will not give out any private information, such as my full name, date of birth, address, or phone number, without my family's permission
- I will keep my passwords private and only share them with my family
- I will tell a trusted adult if anyone online makes me feel uncomfortable, sad, or unsafe
- I will recognize that my safety is more important to my family than anything else.

2. Think first

- I will communicate kindly when I use the Internet. I will not tease, embarrass, or bully others.
- I know that the Internet is public, and I will respect myself and others when I'm using it.
- I will not pretend that I created something that's not actually my own work.

3. Stay balanced

- I know that not everything I read, hear, or see online is true.
- I will respect my family's decisions for what I'm allowed to watch, play with, or listen to, and when.
- I will continue to enjoy the other activities – and people – in my life.

My family agrees to...

- talk with me about what worries them and why, show interest in my learning and determine the boundaries for use at home.
- talk to me about my interests and help me find media that's appropriate and fun.

Common-sense media agreement (Yr 4 – Yr 6)

This ‘Common-sense Media Agreement’ is to be signed annually by 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.

I will...

1. Stay safe

- I will not create accounts or give out any private information – such as my full name, date of birth, address, phone number, or photos – without my family’s permission.
- I will not share my passwords with anyone other than my family. I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles.
- If anyone makes me feel pressured or uncomfortable, or acts inappropriately toward me online, I’ll stop talking to that person and will tell a friend or family member I trust about it.

2. Think first

- I will not bully, humiliate, or upset anyone online or with my phone – whether through sharing photos, videos, or screenshots, spreading rumours or gossip, or setting up fake profiles – and I will stand up to those who do.
- I will not post anything online that could harm the reputation of myself and others
- Whenever I use, reference, or share someone else’s creative work online, I will give proper credit to the author or artist.

3. Stay balanced

- I know that not everything I read, hear, or see online is true. I will consider how reliable a source or author is.
- I will help my family set media time limits that make sense, and then I will follow them.
- I will be mindful of how much time I spend in front of screens, and I will continue to enjoy the other activities – and people – in my life.

My family agrees to . . .

- talk with me about what worries them and why, show interest in my learning and determine the boundaries for use at home.
- talk to me about my interests and help me find media that’s appropriate and fun.

Frequently-asked questions

*Please take some time to read through the following anticipated and expected questions .
You may still have further questions and we will endeavour to address these also.*

What does BYODD mean?

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

WHICH iPad can I use?

The minimum specifications for an iPad to be connected to the DBB network is an iPad Air with 32 GB of storage as specified on p17 of this document.

Can I use the iPad I already own?

Yes, as long as it is an iPad Air or iPad Air 2 as specified on p17 of this document.

What about an iPad Mini?

No, the iPad Mini does not comply with the minimum specifications.

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

Accessories can be purchased from school order options, Apple stores, major retailers or online.

- iPads **MUST HAVE A PROTECTIVE COVER**, clearly labelled with student's name and class
- Students **MUST HAVE** headphones
- We strongly recommend you also purchase a screen protector and a microfibre cleaning cloth
- **KEYBOARDS** are not required
- We encourage **INSURANCE OPTIONS** for the iPad through your own insurance company, or via "Apple Care". (The CompNow purchase option will include this as an extra).

We haven't heard much about similar initiatives in other Central Coast Catholic Primary Schools. How much is our school going "out on a limb"?

It's true we would be the first Catholic primary school on the coast to undertake such an initiative. More broadly however, programs such as this are becoming well established across systems of Catholic schools in Sydney, Parramatta and Wollongong diocese (including schools from much lower SES than us). Additionally, multiple schools are entering into like initiatives – both government and non-government. As stated, we have looked closely at schools who have experienced success – as well as those where there have been problems and documented in detail what has worked and what hasn't. Our program seeks to replicate all that has been successful – and avoid any pitfalls where there have been problems. We believe we are well placed to ensure our school is one of the successful ones.

If the school believes tablets are necessary, why aren't they provided by the school?

Our Lady Star of the Sea has invested through school funds, supplemented by fundraising, the limited number of devices we already have. This has enabled a pilot class approach – but not allowed us to expand as we now believe is needed. Simply maintaining our existing smaller number of devices over time would still remain a serious commitment. Additionally, we have many other important priorities to manage and cannot financially sustain continued purchase and maintenance of iPads for all students over the long term.

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.

What about my child in Kindergarten, Years 1, 2 or 3?

The school purchased iPads we currently have in Years 4, 5 and 6 will be moved into Kinder and Years 1, 2 and 3 classrooms, to allow shared use of these devices in those classes. This is an important strategy as our approach is whole school and will enable a seamless integration into the later years.

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

Loss of or damage to the BYODD iPad will be your responsibility. The school can support outsourcing to repairers or replacement services, as well as using options from local stores. You will need to contact your insurance provider to determine who will cover the cost of these services – you or your insurer. (We recommend the purchase of “AppleCare” as one way to achieve this.) 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.

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.

How will the iPad be transported between home and school?

School order options, 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 one of the two compartments in the Star of the Sea's school bag.

What about bus travel and potential for damage to and from school when I'm not there to supervise?

We have worked closely with primary schools throughout Sydney who are already part of a successful BYODD program to examine this question. We recognise some parents will feel nervous about possibilities of damage during transit. Successful schools have ensured a well drilled and monitored procedure of student storage with clear and explicit expectations – and other students to monitor and report those who break the rules, have virtually stopped any instance where the device has been misused in transit. We plan utilising these same strategies, making our expectations very clear, following up regularly and responding quickly to any student who takes their device from their bag in transit to and from school. Students will be supervised closely in packing their bag in class each day and will be expected not to remove it until home or school.

What technical support will be available?

We encourage students 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 BYOD devices from its internal Mobile Device Support (MDS) Team. The MDS Team has an employee who has been assigned to the Central Coast as an MDS Specialist who will be responsible for ensuring the devices can connect to and operate on the DBB network as expected. Additionally, the MDS Specialist will be able to assist with application issues and professional learning for teachers/ students where requested.

Will there be an increased homework load? Will my child have no break from school?

We encourage parents to negotiate with their child about boundaries regarding screen time at home. Homework expectations won't shift in amount through this program. We do however seek to provide an evolving online learning environment for parents to access. Over time, we expect parents to see much more of what children are learning in homework, and indeed at school, and will be able to engage positively with their children's learning in class through these digital tools.

We hear a lot about the dangers of too much screen time for children – won't this program cause this to happen?

Our Lady Star of the Sea 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 – indeed the last thing sought would be 100% screen time. 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.

Our finances are such that we don't think we can afford this. What are our options?

As has always been the case, the school is very sympathetic to genuine hardship and supports families who are not in a position to afford the full costs of Catholic education. Such conversations are always respectful and in those cases, we ask you to please contact Mr Robert Peers.

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 Star of the Sea's prides itself on. This includes development of a wide range of skills including and beyond basic skills. We have accessed research, and found even in our pilot program here, that basic skills have been actually enhanced rather than diminished.

What about handwriting and other similar skills?

We expect that students will still learn and practise their handwriting skills as a constant. The initiative does not *replace* other important curriculum and life skills. Our pilot classes still have students working in books as normal – complemented but not replaced by the iPads. Teacher instruction and monitoring of such skills continues as it always has.

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

The CSO MDM team has developed a cloud-based service which includes some monitoring ability when connected outside of school – as well as full access when the iPad is at school. As is always the case, when we become aware of inappropriate use or content access (which at school must first by-pass our strict filters), we notify parents who can respond accordingly.

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 natural consequences would apply and 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 in school?

iPads will be kept locked inside your classroom during fruit break and lunch or if children are all out of the room for any reason eg Japanese. For this reason, the teachers will no longer allow students to return to classrooms during recess or lunch to collect hats, money, return books from “catch up”, etc.

What about cyber safety, ethical online behaviour and the potential for online bullying?

Our school has continued to proactively address through its program of Personal Development & Health, a culture to prevent inappropriate behaviours – and empowerment of children to seek support when such instances occur. Inappropriate online behaviour at school can be tracked in some circumstances – but ultimately we seek to work closely with parents to promote a culture of responsible supervision – where we support our children's health and well-being on all fronts.

How will the OLSOS BYODD support transition to High school?

We have already commenced formal dialogue with our two Catholic feeder High Schools, (St Edward's and St Joseph's) who have expressed great interest in our program. Whilst it is true that 1 to 1 iPads don't exist in these schools, the ongoing dialogue is well underway with a strong sense of support and commitment to ensure students from Our Lady Star of the Sea will be well catered for when starting High School there. The emphasis on learning, as opposed to device specific skills is the position both we, and the High schools are adopting. We plan to build on this dialogue with formal opportunities for staff in these schools in 2016.



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