



# 1-1 BYO Device Program @ CNPS

Educating 21st Century Learners



Last Edited 19 October, 2021

# Table of Contents

## Contents

<b>Deep Learning at CNPS</b>	<b>3</b>
<b>iPads for Learning: Why the iPad?</b>	<b>3</b>
<b>What will the Classroom Look Like?</b>	<b>4</b>
<b>21st Century Skills for the Students of Today</b>	<b>4</b>
What type of device would be needed?	5
Purchasing an iPad	5
Headphones or Earphones	5
Insurance	5
Security	5
Keeping iPads at School	6
Devices at Home	6
Printing and File Storage	6
Technical support	6
Care & Maintenance	6
Personalisation	6
Internet at Home	6
<b>Access to Apps and Digital Content</b>	<b>7</b>
Important things to note about Apps	7
Family Sharing and Apple IDs for Students under 13	7
<b>School Required Apps</b>	<b>7</b>
<b>Device and Digital Safety</b>	<b>8</b>
e-Safety	8
VPN APPS/PROFILES	9
Disciplinary Action for VPN Detection at School	9
Device Safety Tips - Screen Time Requirements	10
Screen Time and Parental Controls	10
Setting Screen Time	10
More Tips for Managing Screen Time	11
Technology and Internet Policy Documents	11
Acceptable Digital Technologies Use Agreement: F-6 Safe and Responsible Behaviour	12
Discipline and Consequence of Misuse at School	12
Creating Responsible Digital Citizens	12
<b>Caring for your Device</b>	<b>12</b>
Caring for the iPad Screen	12
Caring for your Batteries	12
<b>Frequently Asked Questions</b>	<b>13</b>
Screen Time	13
Teaching and Learning	14
Equity and Cost	15

Wellbeing	15
Damage and Insurance	16
Policies	17
Peer Reviewed Articles	17
<b>Contact Details</b>	<b>19</b>

# Deep Learning at CNPS

One of the key components of developing a 21st Century curriculum is the seamless integration of Information Technology. CNPS is moving away from using technology in basic ways that layer technology on top of traditional teaching and learning, and rather using it seamlessly to allow for opportunities for students to be creative and work collaboratively, being developers of new content knowledge'.

The rapid rise of technology in recent years has seen the growth of automation. As this industry is predicted to 'affect 70% of entry level jobs for young people,' the staff at CNPS have further reason to recognise that the rapid and continued growth of technology requires a significant shift in the way we teach to include the use of technology as a resource to accelerate and deepen the quality of learning.

At CNPS we aim to utilise technology as a tool to aid student learning and to assist in the development of essential capabilities such as critical thinking and problem solving, creativity, collaboration, communication, citizenship and character education. In addition to developing these vital '6Cs', we aim to develop necessary skills for students to navigate safely online and require the skills to develop healthy online habits.

Our 1:1 iPad Program aims to prepare our students to excel technologically and to:

- **Be engaged learners** (a 1:1 iPad program supports innovative curriculum planning and implementation. The interactivity of iPad technology provides students with a highly engaging learning experience)
- **Be creative thinkers** (there is an excellent range of apps designed to stimulate the student's creative instincts where virtual and real world creativity can be managed)
- **Be problem solvers** (powerful apps mean students just don't consume content, they create it and are able to find their own way to problem solve and engage with it)
- **Be connected global citizens** (a 1:1 iPad program will support the initiating of global communication and collaboration)
- **Be independent and self-directed learners** (a 1:1 iPad program provides students with personal, portable devices to access learning at a time, in a place and at a pace, which supports their learning needs)
- **Be social collaborators** (the 1:1 iPad program will enable students to research, to access information and to connect with others for communication and collaboration)

## iPads for Learning: Why the iPad?

Digital Technology is the single, most rapidly changing and growing industry in the world. Every day, new technology is developed while old technologies are retired or improved. It is this reason why we had decided to choose the iPad in 2011 (iPad 2) as we believed this device goes hand in hand to support mobile learning and increase students' flexibility and exposure to digital technologies to better prepare them for job opportunities in the 21<sup>st</sup> century. Over the past 8 years, we have continued to add to our bank of iPads with the school holding a current bank of 64 iPads.

**Other benefits of using iPads for learning include:**

- Abundance of Apps for all learning areas
- Multiple devices in one (camera, video, music, calculator, etc.)
- Portability

- eBooks (we use a range of apps that provide levelled reading material)
- Cost is lower compared to a netbook
- Battery life – no need to turn it off (turns on instantly) or plug it in at school
- Mobile Internet (connects to the school's Wi-Fi)
- Easy to use and has a positive impact on students' engagement, motivation, enthusiasm, interest, independence and self-regulation, creative and improved productivity;
- Sharing screens wirelessly – iPads can wirelessly display work to the classroom TV at any location in the classroom to illustrate learning.

## What will the Classroom Look Like?

Initially the students will be learning more about the iPad operating system:

- Downloading and using a range of apps
- Accessing the wireless network
- Managing their work – saving and storing
- Collaborating with others
- Creating and publishing their learning

They will also be learning about responsible care and use:

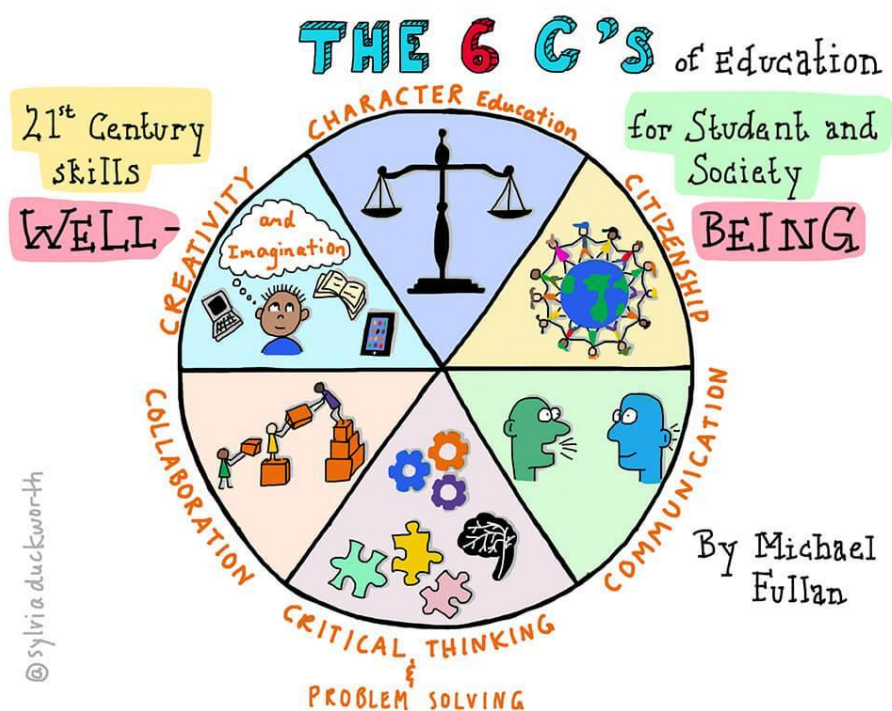
- Caring for the iPad and ensuring it is charged and ready to use each day
- Accessing the internet and apps in a responsible and timely manner

We see the classroom as a blended environment. 1:1 access to technology will enable students and teachers to choose from a wider variety of tools at any given time. Together decisions will be made about the most effective way that students can craft their work and create, showcase and share their learning with others. At different times this will include the use of books and pencils, posters and keynote presentations and iMovie opportunities – other tools we will discover together.

Our classrooms will be more connected to students' lives and the digital world in which we live. Learning will become more student driven and personalised. 1:1 will give teachers the opportunity to plan experiences for their students to apply and broaden the skills and knowledge they have developed in the early years of primary school. Students will have at their fingertips access to one of the most effective tools to bring the real world into the classroom.

## 21<sup>st</sup> Century Skills for the Students of Today

Students of today find information on anything, anytime and anywhere. At CNPS we believe 21<sup>st</sup> century skills are vital for students in their development of coping in a rapidly changing world. The following illustration highlights the skills we will be developing and assessing students on throughout their primary school years. At CNPS we will be assisting student to develop these skills to be able to cope in a rapidly changing world.



## What type of device would be needed?



### 10.2 iPad 7<sup>th</sup> Generation or above - WiFi 128GB and STM DUX Protective Case

#### Purchasing an iPad

The school will accept any device from model 7<sup>th</sup> Generation and above. If you are unsure of whether your device is suitable, please contact the office and our technician will be happy to assist. A portal is available on Compass and on the school's webpage to allow parents to access educational prices that are not available at retail stores. The total cost for a 256GB 9<sup>th</sup> Generation iPad and STM DUX protective case on the portal is \$697. **Please confirm the storage limit on your device is at least 128GB to ensure it matches the required specifications.**

Families may also choose to purchase directly from the Apple Store or from major electronics stores such as Harvey Norman, Dick Smith, Big W and JB HiFi.

#### Headphones or Earphones

Students will receive headphones. It is the students' responsibility to care for their headphones and are expected to bring their headphones to school every day. Parents are expected to replace headphones if they are lost or broken.

#### Insurance

Because the device will belong to the family it will be the family's responsibility to insure the device if it is lost or damaged. It is recommended that families consider including the device in their home contents insurance. AppleCare+ for iPad provides up to two years of expert telephone technical support and additional hardware coverage from Apple, including up to two incidents of accidental damage coverage, each subject to a A\$65 service fee. This cover does not include loss or theft.

More information can be accessed at:

[https://www.apple.com/legal/sales-support/applecare/applecareplus/docs/applecareplus\\_au\\_tc.html](https://www.apple.com/legal/sales-support/applecare/applecareplus/docs/applecareplus_au_tc.html)

#### Security

Each classroom will have a lockable cabinet installed for the specific purpose of storing student devices during the day. Before school students are supervised to enter classrooms (from 8.50am) and will form habits to put their device into the cabinet every morning. At recess and lunchtimes devices are returned to the cabinets and classrooms are locked.

At OSHC (before or after school) the students are directed to leave their bags inside the STEAM/multipurpose room. Students **must not** leave their school bag / device **unattended** after school.

## **Keeping iPads at School**

**Families who wish to keep their child's device at school (not take them home) are welcome to store them securely within the classroom.** The school will take responsibility for theft if it is to occur while the device is at school outside of school hours. Families who wish to keep their child's device at school must inform the teacher and complete the required permission form. This can be found on our 1:1 Program website page or [downloaded here](#).

## **Devices at Home**

It is expected that students take their device home and bring it to **school each day fully charged**. On occasion, the device may be needed to complete homework. For those families that would like to keep the device at school, arrangements can be made with your child's classroom teacher.

## **Printing and File Storage**

In many cases students will use other media for the display and presentation of their work. We anticipate that students will use very little printing at school. When necessary students will have access to printing.

Whilst the iPad saves work automatically, there will be times when students need to backup, email or copy files up to some online storage. We will assist students to do this. We also recommend that parents back up their child's device at home.

## **Technical support**

The school employs an IT technician to support the 1:1 Personal Device Program at school. Students will seek technical support through their classroom teacher.

All warranty issues are to be addressed through individual suppliers. Parents are also encouraged to purchase Apple Care Plus (see insurance section). Any issues relating to the school rented iPads are to be addressed through the school's technician.

## **Care & Maintenance**

The iPad must come to school each day in full working order:

- Fully charged - students will not have access to charging facilities at school
- Case and cover on
- School required apps installed
- System software – correct version – installed
- Minimum of 6GB storage space free for school work

### **Students are asked to follow the below expectations when using the iPad at school:**

- I will walk when carrying the iPad.
- I will keep the iPad in its case at all times.
- I will be the only user of the iPad.
- I will store the iPad in accordance with my classroom teacher's instructions.
- I will only use my iPad during lesson times (it is not to be used at school outside of learning time).
- I will ensure the iPad does not come in contact with any liquid substances.

## **Personalisation**

Guidelines for the personalisation of the iPad will be provided by the classroom teacher at the beginning of the year.

## **Internet at Home**

At home families may decide to provide broadband internet connection. This is a family responsibility. The school will not be able to provide home set up assistance.



## Access to Apps and Digital Content

The iPad is a personal device. It will be the student's tool to assist them in their learning. We anticipate students will choose from a selection of Apps that they prefer for many of the basic uses of the device. Students are encouraged to try out and use different Apps. Part of the learning involved in the use of the device, is in the literacy of technical choice. Students will learn how to select the best App for a given task. The best App will be the one that best meets their needs at the time. Naturally, subject teachers will also specify Apps that best meet their curriculum needs. A list of school-required Apps is listed on a later page.

To ensure teachers have device management within the classroom, the school will be using an app called Apple Classroom. Apple Classroom allows teachers to guide students through a lesson, see their progress with set tasks and keep them on track. With Classroom, teachers can easily launch the same app on every students' device at the same time or appropriately differentiate apps for different groups of students. Teachers have total access to student's learning in the classroom with Screen View. This app transforms the learning for students as they move through flexible spaces within the school.

### Important things to note about Apps

- All devices must contain the school-required apps. (see later section)
- A minimum of 6GB of space – after the installation of apps - must remain available for school use
- Personal choice of apps (for education only) must leave enough space for school requirements – 6GB
- **Any software added at home must be licensed and G or PG Rated**
- If the device needs to be synced or updated the school takes no responsibility for lost files or software. These will need to be restored at home or on the cloud
- Pirated software or media will be seen as a breach of the agreement with the school and the device will be sent home to be re-imaged as a result
- **VPNs are not permitted. If a VPN is discovered during a spot check, it will be seen as a breach of the agreement with the school and the device will be sent home**
- Jail broken iPads will not be supported by the school

### Family Sharing and Apple IDs for Students under 13

Family Sharing allows you to create an Apple IDs for children under 13. Apple IDs allows your child to participate in Family Sharing and use other Apple services such as iCloud, iMessage, FaceTime, and Game Centre.

To participate in Family Sharing, all family members must have their own Apple ID. Children under 13 can't create an Apple ID on their own. However, as a parent or legal guardian, the family organiser can provide verified parental consent for a child to have their own Apple ID and then create it on the child's behalf.

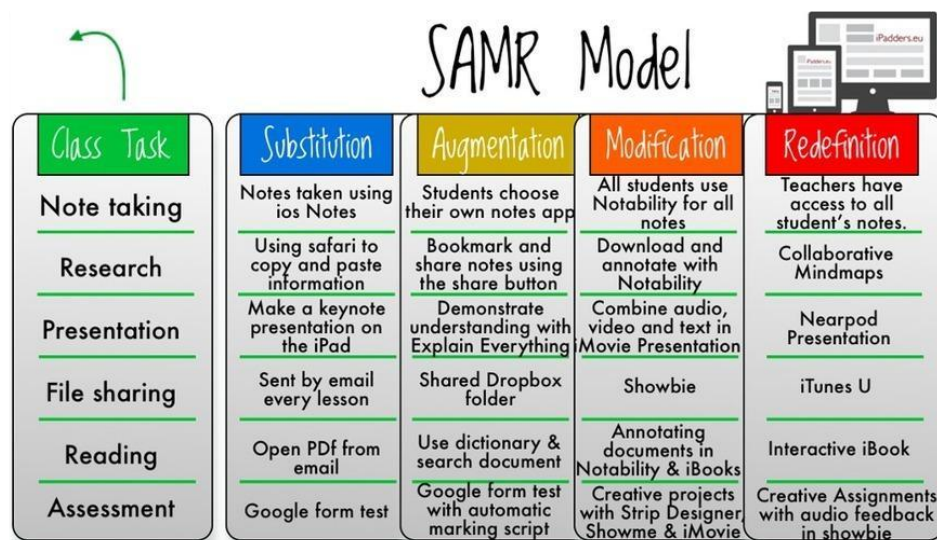
When you create an Apple ID for a child, it will be added to your family group automatically. Please visit <https://support.apple.com/en-au/HT201084> for more information and the user guide on how to set up family sharing on your iPad.

## School Required Apps

Throughout the year, students will have access to a range of apps integrated across a range of curriculum areas. There will be over 50 apps rolled out through our JAMF school management system.

The staff at CNPS will be using the SAMR model to develop teaching and learning experiences for students that are authentic, meaningful and match the skills needed to live in the 21st century. The SAMR Model is a framework created by Dr. Ruben Puentedura that categorises four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition. Here are some examples of learning tasks to help explain the SAMR Model.





\* Please note, students will complete tasks from across the model depending on the focus of the learning.

## Device and Digital Safety

Digital safety is of the utmost importance. Although we provide cyber smart programs for the students at school, it is important that parents are aware of what their children are doing on any digital device while at home.

Frequent discussions with your children are necessary and allow you to be proactive in protecting them against any possible dangers. Experts warn that children are most vulnerable to online dangers while at home. While many potential dangers are filtered and blocked on the school's network, children often have complete, unrestricted access to inappropriate sites at home. It is important to remind your children that at home they should continue to use the iPad for educational purposes only.

The fact that there are risks in using digital devices is no reason to avoid using technology or to keep it away from your children. It is important to know what your child is doing and to continually educate them to reduce risks and to enable them to recover if something goes wrong. Security risks are real, but the benefits of today's technology far outweigh the potential dangers. They are vital to developing 21<sup>st</sup> Century skills the children of today require to live in a rapidly changing world.

It is important to be aware that certain social media apps have age restrictions placed upon them to protect children against possible dangers such as inappropriate images/texts or the possibility of cyber bullying. It is important to have frequent discussions with your child about the apps they use and discuss that age restrictions are placed upon apps for good reasons. **Please note that Apps such as Facebook, Twitter, Snapchat, Instagram and TikTok are not permitted on the device.** Please see [The eSafety Guide from the Office of the Children's eSafety Commissioner](#) page which details the age limit for kids on social media on page. These can be used as a discussion point with you and your child/ren as to why they are not permitted on the device.

## e-Safety

All devices will be registered with the school. Registration will involve a record of:

- Student's name
- Student's grade
- iPad serial number

Appropriate use of the internet within the school network is closely monitored by a filtering system that allows for inappropriate content to be blocked. Remote desktop searches allow for the monitoring of web browser histories to ensure inappropriate use of the internet is detected. Random checks will occur.

Any inappropriate use of the internet is unacceptable and is subject to disciplinary action, with possible exclusion from the program. If a student is downloading excessive amounts of data parents will be informed. **The use of VPN apps are prohibited on any student's device**. Please read the VPN section for more information.










## VPN APPS/PROFILES

A VPN (Virtual Private Network) creates a connection between two devices that allows data/information to go through undetected (privately) when using the internet. VPNs are commonly used for privacy reasons but poses a great risk to schools as VPN apps can override the school's web filtering, allowing students to view inappropriate or illegal content that filtering systems has blocked.

In order to protect students at school, it is imperative that **NO VPN APPS are installed on your child's iPad**. Our school technician conducts random checks throughout the year and devices that contain a VPN will be held by the school until the end of the day with parents being notified.

## VPN APPS

Below are some common VPNs. Please note there are many VPN apps available on iTunes. It is good practice to check your child's iPad regularly and identify unknown apps. You can do this by looking at all the apps purchased through the App Store on the iPad.

App	Icon	App	Icon	App	Icon
NordVPN: VPN Fast & Secure		VPN Master Unlimited		VPN – Hotspot VPN Super VPN	
VPN – Master VPN Proxy		X-VPN Unlimited VPN Proxy		VPN+TOR Powered Web Browser	
Free VPN by Free VPN.org		Express VPN		TunnelBear	

To ensure that students do not have access to inappropriate content during classroom sessions, all students will be asked to join '**Apple Classroom**' at the beginning of every session when the device will be in use. This allows teachers to easily monitor student use and can control connected devices, open apps, create workgroups and keep track of student progress with screen sharing. This app allows teachers to focus on teaching so students can focus on learning.

## Disciplinary Action for VPN Detection at School

If a VPN is found to be on a student's device the following action will be taken:

- In the first instance, a warning is issued to the student.
- Any subsequent misuse will mean that the device will be held by a staff member for the remainder of the day.
- Parents will be notified (BYO parents will be required to collect the device from school).
- Further checks of the device will be conducted by CNPS staff.
- Any further misuse will result in the student being unable to use tablets at school for 1 week (pending severity of incident); parents will be notified (BYO parents will be required to collect from school).

Following these steps, any student found to have a VPN on their device will be banned from using the school network.

## Device Safety Tips - Screen Time Requirements

Parents are required to place the following Screen Time limitations on their child's device during school times:

- iMessage and FaceTime disabled
- Game Centre and Multi-Player gaming Apps disabled

For more information on setting Screen Time limits, please see the Screen Time section of this handbook.

All Apps, TV and Movies managed by the school are restricted to G/PG ratings. Please see the Device and Digital Safety section of this handbook for further information on apps that are not permitted on BYO Devices. The Management System installed by the school **must** remain on your child's iPad throughout the 1 to 1 Program period.

While at school, students will be supervised during class learning times and will be joined to Apple Classroom. The iPad will not be used during lunch times or wet day timetables where supervision is limited.

## Screen Time and Parental Controls

Screen time is often a major concern for parents which are usually related to sedentary activities (e.g. watching TV/YouTube, playing computer games). The way that technology devices are used at school is very different from how it is often used at home. As learning is interactive, the device is used interactively. Students will not be spending long periods of time looking at the screen as that is not a teaching approach that we use. It will be used for collaboration with others, and through students displaying and extending their learning through creation (e.g. this could include interactive mapping, creating videos for a school's film festival and presentations to persuade a community to say no to plastic bags).

## Setting Screen Time

Recent research published by the American Academy of Paediatrics (AAP) and the World Health Organisation (WHO) has no set screen time for children over the age of 5. AAP, noted that children aged 6 years and older should have consistent limits on the time they spend on electronic devices and the types of media they use.

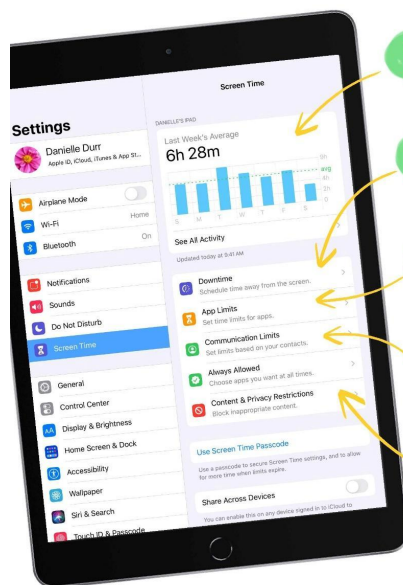
The benefit of using an iPad is the ability to set limits on screen time usage through Guided Access in Settings. This can also be used to restrict the iPad to educational apps. This feature on the iPad also allows you to know how much time is spent on apps, websites and more. This can allow you to make more informed decisions about how your child uses their device and set limits if you'd like to. For more information, see:

<https://support.apple.com/en-au/HT201304>

## 5 Tips for Managing Screen Time



Screen Time includes features that are great for helping you choose how—and how often—your student uses their device.



### 1 Keep track.

With Screen Time, you can see total device time by day and week, as well as which apps your student used most.

### 2 Take a break.

Use Downtime to set aside time each day for breaks from the screen. When enabled, only apps you allow and phone calls are available.

### 3 Structure time.

Use App Limits for things like allowing more time for educational and creativity apps and minimizing distractions from social networking apps.

### 4 Create a circle of trust.

Communication Limits helps you manage who your student can communicate with freely from their device.

### 5 Choose appropriate content.

Use Content & Privacy Restrictions to block inappropriate websites, purchases, and downloads on your student's device.

#LearningWithApple

Visit [Apple Support](#) for help with Screen Time on iPad and Mac.

## More Tips for Managing Screen Time

- iPad/digital devices to be used in a central place at home (e.g. kitchen, family room) where there is adult supervision
- Do not allow digital devices in bedrooms
- Know what your child is doing with technology and how their time is being spent; ask questions when your child shows you what they are doing such as:
  - How does it work, how do you set it up and can you block out people?
  - Who else is sharing this space or game – did you know them before or ‘meet’ them online and what do you know about them?
  - Why is this so enjoyable – what makes it fun?
  - Can you see any risks or dangers in the activity – what would you say to warn/inform a younger child who was going to start to use the space?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you?
- Turn screens off 2 hours before bed (recent research has shown screen time before bed can interrupt sleep patterns at night)

We have attached a sample of a ‘Family Contract for Online Safety’ that you may wish to use with your child/ren. You can find this at the end of this booklet. This can be a great resource to remind your child/ren of what they have agreed to. Put it in a spot where it is visible and can be easily referred to when needed.

We also encourage you to access [The eSafety Guide](#), where you can learn about the latest games, apps and social media, including how to protect your information and report harmful content. The guide specifies age ratings for apps to assist parents in making informed choices on their child’s device use.

## Technology and Internet Policy Documents

The following policies will be available in Term 4 in preparation for 2021. You will be able to access the following school policies and documents on the school’s webpage.

- CNPS Cyber Bullying Policy
- F-6 Acceptable Use Agreement
- Publicity Media Release Form
- BYOD iPad Set Up Consent Form

Office of the Children's eSafety Commissioner

### Is there an age limit for kids on social media?

**13** Most social media services and apps require users to be 13 years old to join.

**WHAT ABOUT APPS?** App stores set their own age ratings based on the app's content.

**WHY 13?** This is usually to comply with the Children's Online Privacy Protection Act of 1998 (COPPA)—a US law preventing the collection and storage of personal information from a child under 13.

#### Age Guide to Social Media

	SOCIAL MEDIA	TERMS OF USE – MINIMUM AGE REQUIREMENTS	APP STORE RATING	GOOGLE PLAY RATING
<b>ask.fm</b>	ASK.fm	13+	12+	12+
<b>CLUB PENGUIN</b>	Club Penguin	All ages (Directed at 6-14 year olds)	4+	G-General
<b>EA</b>	EA (Electronic Arts)	18+ (With parental permission up to 17yrs)	n/a	G-General
<b>f</b>	Facebook	13+	4+	12+
<b>m</b>	Facebook Messenger	13+	4+	3+
<b>••</b>	Flickr	13+	12+	12+
<b>✓</b>	Foursquare	13+	4+	12+
<b>G+</b>	Google+	13+	17+	12+
<b>i</b>	Instagram	13+	12+	12+
<b>keek</b>	Keek	13+ (With parental permission up to 17yrs)	12+	12+
<b>k</b>	Kik	13+ (With parental permission up to 17yrs)	12+	12+
<b>in</b>	LinkedIn	14+	4+	3+
<b>M</b>	Minecraft	All ages (Parental permission required to create mojang account if user is under 13)	n/a	M-Mature (Pocket Edition)
<b>Moshi Monsters</b>	Moshi Monsters	All ages (Directed at 6-12 year olds. If user is under 13, parent's email is required)	4+	G-General
<b>p</b>	Pinterest	13+	12+	12+
<b>S</b>	Skype	18+ (With parental permission up to 17yrs)	4+	3+
<b>s</b>	Snapchat	13+	12+	12+
<b>Steam</b>	Steam	13+	17+	12+
<b>Tinder</b>	Tinder	13+ (Facebook account required to register)	17+	18+
<b>t</b>	Tumblr	13+	17+	12+
<b>Twitter</b>	Twitter	13+	4+	12+
<b>v</b>	Vimeo	13+ (With parental permission up to 17yrs)	17+	12+
<b>Vine</b>	Vine	13+	17+	12+
<b>WhatsApp</b>	WhatsApp	16+	4+	3+
<b>YouTube</b>	YouTube	13+	17+	12+

\* Age guide based on published Terms of Use and app store ratings as at April 2016.

[esafety.gov.au/iparent](http://esafety.gov.au/iparent)



## **Acceptable Digital Technologies Use Agreement: F-6 Safe and Responsible Behaviour**

This document is to be signed by students and parents at the beginning of every year. Please ensure that you read this document carefully as any misuse of the device (in accordance with this agreement) will result in the following disciplinary actions.

### **Discipline and Consequence of Misuse at School**

Each year students and parents are required to fill in an 'Acceptable Digital Technologies Use Agreement'. When student's breach this agreement, such as playing non-educational games during class time, discipline and consequences will be carried out. **The disciplinary process is:**

1. In the first instance, a warning is issued to the student.
2. Any subsequent misuse will mean that the device will be held by a staff member for the remainder of the day.
3. Parents will be notified (BYO parents will be required to collect the device from school).
4. Any further misuse will result in the student being unable to use tablets at school for 1 week (pending severity of incident); parents will be notified (BYO parents will be required to collect from school).

In instances when the device is confiscated, the student must continue with the same work as other students in the class, but must use other equipment to carry out the task.

### **Creating Responsible Digital Citizens**

At the beginning of each year, all grade levels will be teaching a unit of learning that will allow students to be 'cyber smart'. In addition to this, the school organises a Cyber Smart Information Evening for parents every year. We are also currently in the process of becoming an eSmart School.

Resources and information for parents is available at:

<https://www.esafety.gov.au/parents/skills-advice/are-they-old-enough>

## **Caring for your Device**

### **Caring for the iPad Screen**

The screen is made out of glass but it has a special oleophobic coating in order to protect it from fingerprints. Officially, it means that it's oil resistant. It is important to take good care of the screen to get the most out of the coating. Here are some ways to protect your iPad screen.

- Do not drop it on hard surfaces. It is glass and it can break.
- Clean the screen with a soft, slightly damp, lint-free cloth.
- Do not clean it with window cleaners, glass cleaners, aerosol sprays, abrasives, or alcohol.
- Do not place water near the device.

You can also use a screen protector. These are not for everyone but they do work for the care of the iPad screen.

### **Caring for your Batteries**

Part of caring for your device means caring for the batteries. The batteries in your iPad are lithium polymer (rechargeable) and they will eventually wear out. It will take a long time before that happens, but there are some things you can do to care for your batteries and get the most out of them.

- Make sure you keep up with the latest iPad updates. This sounds odd but Apple will, on occasion, adjust software, which helps with drain on resources and battery life.
- Go through one charge cycle per month. To do this all you have to do is charge the iPad to 100% and then run it completely out.

# Frequently Asked Questions by the Community of Coburg North Primary School



## Frequently Asked Questions

### Screen Time

**Q: We limit our screen time at home. How will you manage screen time at school and how long will the screens be used for?**

A: As explained above it is important to note how screen time is used when at school. Devices will not be used for every lesson, and only used where it will strengthen student's learning, collaboration and productivity.

Additionally, a feature on iPads is the ability to monitor screen time and the types of apps students are accessing. This feature is called 'Screen Time' and allows teachers and parents to view and set limits on screen time. Follow this link for more information on Parental controls:

<https://support.apple.com/en-au/HT201304>

We acknowledge that managing screen time at home can be a difficult task for many families.

Information for parents on how to manage their children's healthy screen time use at home can be found on the Raising Children's website:

<https://raisingchildren.net.au/school-age/play-media-technology/screen-time-healthy-screen-use/screen-time> .

**Q: If there is a rationale for touch-screens then why Apple? (Especially in light of Apple's tendency towards enforced product obsolescence). Why consider a device that is primarily used to consume media over one which is more aligned with creation?**

A: CNPS currently has a number of iPads in operation throughout the school. Teachers and students are familiar with the device which makes for an easy transition to 1:1 use within the classroom. In addition to this, the majority of Victorian primary schools have adopted iPads as their chosen choice of tablet device.

Additional reasons for choosing an iPad rather than an Android device include:

- Security capabilities to safeguard student use (e.g. Apple Classroom);
- Limited technical difficulties for implementation (low possibility of something going wrong);
- Familiarity and ease of use for teachers and students;
- Ample free professional development provided by the Department of Education and Apple;
- Longer lifespan.

iPads are highly creative tools. Students are able to be creative by using an abundance of apps. Students are able to create and publish their own story books using apps such as Pages and Book Creator. Students can now share their eBooks not only at home, but with many people all over the world, if they choose. Books can still be printed and displayed in the classroom libraries or brought home to share. Apps such as iMovie and Adobe Spark Video can be used to create movies to demonstrate their learning or to be used to convince a real audience to make change. There are many more apps that allow for students to be creative.

**Q: Why does the iPad have to go home each day?**

A: The iPad will need to go home every night to make sure it is charged and ready for the following day. With the device at home it allows for anywhere and anytime access to learning in and out of school. For those families who wish to keep the iPad at school, they will be kept locked in the school classroom. Families who wish to do this will need to communicate this with their child's teacher.

Advantages of taking the iPad home brings the classroom home with the student. This allows for much improved family involvement on the student's education, which strengthens the partnership between home and school.

**Teaching and Learning****Q: How will teachers be trained and supported to integrate iPad use within the curriculum authentically?**

A: Teachers at CNPS are supplied an iPad to use embed in their teaching and planning. In addition to this, a range of professional development activities (weekly Tech Times) is in place to ensure that the device is used to support 21st century learning. The staff at CNPS will be using the SAMR model to develop teaching and learning experiences for students that are authentic, meaningful and match the skills needed to live in the 21st century. The SAMR Model is a framework created by Dr. Ruben Puentedura that categorises four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition.

For more information on this model and how iPads are used as a teaching tool, visit:

<https://vimeo.com/88768311>

**Q: What safeguards will there be to ensure that teachers don't become reliant on app-based learning?**

A: Teachers are trained in the art of teaching and they use many tools to assist them to facilitate student learning. iPads will purely be used as a tool to support student learning and will never be 'All iPads All Day'. There will be high levels of professional learning as expressed in the above question to support staff in implementing the program.

**Q: What evidence is there that apps enhance learning?**

A: The Department of Education released an iPad for Learning support page in 2011 (link below) which supports the use of iPads in schools (last updated in 2019). The site outlines a series of papers including case studies from schools that have indicated an enhancement in learning.

If the program is to go ahead, we will develop a process where all apps used will be quality assured by teachers using an agreed criterion based upon best student learning outcomes. The majority of apps used will be creation apps that will allow for students to use soft skills such as collaboration, creativity, critical thinking and problem solving.

See iPads for Learning: <http://www.digipubs.vic.edu.au/planning/ipads-for-learning/2017-more>

For more research articles on iPads used in schools, please see the articles listed at the end of this document.

**Q: Will introducing iPads mean there's less time spent learning to write with pens and pencils?**

A: No, technology will not replace traditional teaching methods. Traditional pen and paper writing is an important part of the learning experience and is one we will continue to focus on.

**Q: Given that keyboard skills are an essential skill for all high schools, why consider moving away from laptops in the later years of school (ie grades 5-6)? Why are we not continuing to use a keyboard-based technology?**

A: The iPads will predominantly be used for collaborating, creating and critical thinking opportunities. However, there will be a bank of keyboards that students will be able to borrow through the school when required.



## Equity and Cost

**Q. I am concerned that a lack of affordability of an iPad may disadvantage some students.**

A: CNPS will ensure that all students have access to iPads. Families who are experiencing financial difficulties will be provided with assistance and will be treated with respect and sensitivity. The identity and personal information of all parents are kept confidential in respect to parent payments.

Categories for consideration:

- Concession Card Holders;
- Families experiencing Financial Hardship;
- Families who have three or more children in Years 3-6.

More information can be found in the Parent Payment Policy on our school's website.

**Q: Will my child have to share her own iPad with those who don't have one? What provisions will be made for students whose parents are unable to afford, or unwilling to buy, an iPad (or other 1:1 device)?**

A: Students will not be asked to share their iPads with other students. All students will have access to an iPad.

**Q: What safeguards would be in place to ensure that children without iPads won't be teased or ridiculed?**

A: We will ensure that every student will have access to an iPad. All iPads and cases will be the same so there will be no way of knowing. It will be the same as the book pack (everyone gets the same).

**Q: Will parents have to pay anything in the instance an iPad is lost or stolen (and if so, how much?)**

Yes. If the iPad is stolen or lost while in the care of the student outside of school hours, 8:30-3:30pm, parents will be liable for a cost. The excess of \$100 will need to be paid for when a device is lost or stolen, with the condition that a policy report and statutory declarations are obtained. Otherwise, a payment in full will be required. To help prevent loss and theft at school, students are required to put their iPads into the lockers on arrival at school and when not in use.

**Q: Does the excess apply to accidental damage?**

Yes, the excess does apply to accidental damage. The excess will be \$100 and the school will cover the remaining costs. Parents will only be expected to pay the full amount when the damage is caused by negligent or deliberate damage. Further information on negligent use and school iPad use expectations can be found in the Care and Maintenance section of the handbook.

## Wellbeing

**Q: I am concerned about the use of iPads with children with disabilities?**

A: iPads are powerful learning tools for students with attention deficits or other cognitive and learning disabilities. They offer a variety of built-in tools and technologies that help people with disabilities get the most out of the device. The advantage with using 1:1 iPads in the classroom is that it allows the teacher to provide an inclusive curriculum where all students, regardless of their disability can be included within the same activity.

There is a range of assistive technology embedded within devices that support student learning (text to speech, voice over, composing text, display accommodations, live listen, facial recognition for speech, closed captioning). For more information on Accessibility, visit:

<https://www.apple.com/au/accessibility/ipad/>

Visit: <https://www.apple.com/au/education/special-education/ios/> for more information on the power of iPads for students with special needs.

**Q: I am concerned about my child using an iPad at school because he has tantrums at home when he uses it. We have to set up time frames of use at home. How will the school ensure that my child won't develop negative behaviours from using the iPad?**

A: The way in which iPads are used at home is very different from how it is used at school. Watching Youtube, gaming and any sedentary activities is not done at school. Students create, collaborate and produce products. They don't have tantrums at school because they are constantly working with their peers discussing, problem solving and sharing their work.

**Q: I am worried that the use of excessive technology in the classroom will reduce important social and emotional skills for my child. What will the school put in place to promote social and emotional wellbeing?**

A: As explained above, iPads are used differently at school than it is used at home. iPads are used to create and collaborate with others using vital 21<sup>st</sup> century skills such as critical thinking and problem solving. High levels of student voice and agency are used within our inquiry framework allowing students to use technology as the tool to communicate locally and globally.

**Q: How will the school manage the wellbeing concerns parents have around the implementation of iPads?**

A: We will be continuing to provide the same opportunities for students to remain healthy at school as we do in our classrooms at present. Mental illness is predominantly linked with inappropriate use of social media. We will be teaching students to manage this by implementing an annual Cyber Safety Program. Education to the community on the safe use of devices will be also be implemented.

**Q: I am concerned about my child's posture while using the iPad?**

A: As when working with pen and paper, students are always encouraged to maintain correct posture when working. The mobility of the iPad allows students to hold and manage the device to suit their needs (e.g. shift hands – left/right, shift position, landscape, portrait, place on desk, stand, etc.). Due to the nature of the device and how it will be used at school, students will not be sitting in the one position for long periods of time.

**Q: What impact does the school feel the change will have on school culture?**

A: Technology has been used extensively at CNPS for many years. We anticipate the difference we will see from moving to an iPad will be increased levels of creativity and collaboration due to the nature of the device (portability, abundance of apps). Students will be able to share their work more freely, not only in the classroom but with their families.

In conjunction with the New Pedagogies for Deep Learning, we anticipate to see a shift in the way students problem solve and use critical thinking. The use of an iPad will allow students to reflect on their thinking through various self-reflection apps (e.g. Spark Video, mind mapping, Showbie, etc). What we are mostly excited about is to see a change in our teaching and learning program where teachers will be able to use an individualised approach to teaching moving away from a one size fits all approach.

For more information on Inquiry Based Learning and iPads, visit

[https://drive.google.com/file/d/1Hhb\\_X-Ryf0pjFpdIXUQ3BeBemBhk-CHz/view?usp=sharing](https://drive.google.com/file/d/1Hhb_X-Ryf0pjFpdIXUQ3BeBemBhk-CHz/view?usp=sharing)

## **Damage and Insurance**

**Q: What has the school put in place to make sure my child's iPad won't get broken?**

A: When not in use, the devices will be kept in a lockable cabinet. Before school, students are supervised to enter classrooms (from 8:50am) to secure their iPad in the filing cabinet. At recess and lunch times, the iPads will be returned to the lockable cabinets and the classroom will be locked.

**Q: How will the iPads be secured during OSHC hours?**

A: When students are at OSHC, the students will sign their device in and put it in a lockable cabinet in alphabetical order so that it is kept safe during their time at the program. When they are picked up from OSHC and signed out, they will collect their device.

**Q: What happens if the iPad is damaged or stolen?**

A: Part of the 1:1 program will include training students how to take responsibility for their device. They will be ultimately responsible for the device while it is at school.

**Using a school iPad:** All students and families will be asked to sign a user agreement. This agreement states how to look after the device. If the iPad is damaged outside of this agreement (any unreasonable damage), families will be asked to pay for the cost of repair. Any accidental damaged will be paid for by the school through our school self-funded insurance. For families that choose to leave their device at school, in an event of theft at the school, the school will pay for the device.

**BYO:** This means the families will own the devices. Accordingly, it will be the family's responsibility to insure the device for loss or damage. It will most likely be easiest for families to include the device[s] under their current insurance arrangements (e.g. home contents insurance). Additionally, Apple provides insurance called AppleCare+. For more information on AppleCare+, please see the 1:1 BYO Program, Insurance section of this handbook.

Part of this program includes training the students to take responsibility for their device. They will ultimately be responsible for the device while it is at school.

**Policies****Q: When will the policies that need to accompany the program be developed?**

A: A variety of policies will be put in place if there is a commitment to go ahead with this program. These include:

- Digital Technologies Policy
- CNPS Cyber Bullying Policy
- F-6 Acceptable Student Use Agreement
- Publicity Media Release Form

Please see the Policies section of our website for copies of the abovementioned documentation.

**Peer Reviewed Articles**

The following research has been provided by the school and School Council members.

**Promoting Student-Centred Learning Using iPads in a Grade 1 Classroom: Using the Digital Didactic Framework to Deconstruct Instruction** - Woloshyn, Bajovic and Worden, Faculty of Education, Brock University, Canada

In this study, researchers provide a series of accounts illustrating a Grade 1 teachers' experiences integrating iPad technology into her classroom over a school year.

<https://drive.google.com/file/d/1H2TwU7wrJaeDbXF7SZruhs-gt3r8OA2P/view>

**Students, Computers and Learning: Making the Connection - Programme for International Student Assessment**

This report provides a comparative analysis of the digital skills that students have acquired, and of the learning environments designed to develop these skills. It discusses results across countries that use computers in the classroom and student performance with some computer based programs.

<http://www.oecd.org/education/students-computers-and-learning-9789264239555-en.htm>

**What's the Difference? Learning collaboratively using iPads in conventional classrooms. - Garry Falloon, The Faculty of Education, University of Waikato, New Zealand**

This article reports an analysis of data collected from nearly 100 New Zealand primary students who used iPads for curriculum tasks. It focuses on the device design, app attributes, and students' ability to work collaboratively.

<https://drive.google.com/file/d/1H2TwU7wrJaeDbXF7SZruhs-gt3r8OA2P/view>

**International Journal of Educational Research - Reading linear texts on paper versus computer screen: Effects on reading comprehension**

This article discusses a study to explore effects of the technological interface on reading comprehension in a Norwegian school context. 72 tenth grade students from two different primary schools in Norway formed part of the study.

[https://shlyahata.com.ua/wp-content/uploads/mangen\\_a\\_2013\\_reading\\_linear\\_texts\\_on\\_paper\\_v\\_e\\_14552.pdf](https://shlyahata.com.ua/wp-content/uploads/mangen_a_2013_reading_linear_texts_on_paper_v_e_14552.pdf)

#### **The New Work Order - FYA**

The New Work Order from the Foundation for Young Australians report provides research on the changing workforce. This report outlines the FYA's the necessity for young Australians to be digitally-literate, financially-savvy, innovative and adaptable and help them navigate complex careers of the future.

<https://www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf>

#### **Are Students Reading for a Technology-Rich World? - Programme for International Student Assessment**

This report discusses how students are using computers and shows that they use them for a wide range of functions and not just to play games. The study discusses the frequency of computer use both at home and at school, and student access to computers.

<https://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/35995145.pdf>

#### **FUSE - iPads for Learning - Victorian State Government**

The FUSE portal from the Victorian State Government offers information, research and resources on how to support schools in implementing iPads for learning. It provides information on Theoretical Models of teaching and learning, support for teachers and further research on using digital tablets in schools.

<https://fuse.education.vic.gov.au/Resource/ByPin?Pin=5TYK5C&SearchScope=All>

## **Contact Details**

Please feel free to speak to our team if you have any questions regarding our 1:1 Personal Devices for Learning Program at Coburg North Primary School.

#### **Monika Gruss**

Principal

[monika.gruss@education.vic.gov.au](mailto:monika.gruss@education.vic.gov.au)

#### **Laura Rossi**

Teacher

Digital Technologies Leader

[laura.rossi@education.vic.gov.au](mailto:laura.rossi@education.vic.gov.au)

#### **Tim Prendergast**

Assistant Principal

[timothy.prendergast@education.vic.gov.au](mailto:timothy.prendergast@education.vic.gov.au)