

## **St Vincent's iPad Management Plan (December 2016 – Onwards)**

### **Purpose**

#### *Current Situation*

St Vincent's has been using iPads to enhance learning over a number of years. Currently each grade level from PP-6 has access to 16 iPads for learning. These iPads are on a leasing agreement through the school. All iPads are school property and maintained by the school.

#### *Future Direction*

St Vincent's is working towards implementing a BYOD approach from Year 4 in 2017. This student owned iPad would then be utilized in the following two years before the student ventures off to high school. Student devices will be used to enhance learning in classrooms providing students with the opportunity to learn in a balanced digital environment and become responsible digital citizens.

#### *Why BYOD?*

- Students have access to technology both in and out of school, we (the school) have an obligation to ensure our students are taught how to be responsible and respectful digital citizens.
- Digital technology is a big part of our curriculum, one to one devices will help digital technology to be delivered with greater efficiency.
- One to one devices help to address the concerns regarding worksheet and workbook overuse.
- NAPLAN and Bishops' Religious Literacy Assessments will be delivered on line.
- One to one devices will free up the devices already in the school and moved to other areas.
- Ipads to be parent funded because the school simply cannot handle the funding required towards a one to one Ipad program.
- Devices that are parent funded tend to be better cared for by the students.
- Starting in Year 4 so devices can be used throughout Years 4, 5 and 6. Devices tend to have at the very least a 3 year life span, therefore only the one device will be required for primary school and it's possible the device might continue to be used in high school.

#### *Our Experience*

*Our experience has shown that all of these outcomes can be achieved through the effective use of iPads. But it is quality teaching and support that makes this possible, not the device.*

- *The iPad (as a device) has functionality and features that enhance its use as an effective and engaging learning tool.*
- *The iPad is just a device. It is just another tool (albeit a powerful anything, anytime, anywhere tool) in the teaching and learning toolkit. It is not the only tool!*
- *Quality teaching is the factor that enables the iPad to be used effectively to improve student motivation, engagement and learning outcomes.*
- *The majority of students state that learning is more fun when using the iPads.*

- *Teachers note that students had greater choice and flexibility in their learning, that they are more motivated and engaged in their learning and that the use of the iPad had improved their effective use of ICT in teaching and learning.*
- *The iPad supports essential skill areas: complex communication, new media literacy, creativity, problem solving and self-directed learning. Use of the iPad creates an immersive and active learning environment and creates opportunities for personalised, student centred learning.*
- *Teaching and learning success with iPads depends on a supportive school and home environment.*

## **Curriculum**

### *Western Australian Curriculum*

Information and Communication Technology in the Western Australian Curriculum consists of two main areas, The ICT Capabilities and the Digital Technologies Curriculum. The ICT Capabilities are interwoven throughout all curriculum areas and focus on the use of technology.

The five interrelated organising elements are:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

The Digital Technologies Curriculum provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Digital Technologies help students to be regional and global citizens capable of actively and ethically communicating and collaborating.

## **Internet**

There will be a simple process to access the wifi network at school. Students will be able to do this themselves through an authentication process. While at school the web filter will be in place and when the students connect at home parents are responsible for filtering services.

## **School owned devices**

The school currently owns and maintains a bank of iPads for use throughout the school.

### *Device Management and Purchasing*

- School owned devices will be charged and stored securely at school
- The classroom teacher will be responsible for maintaining and charging the devices allocated to their classroom
- All iPad apps purchased by the school will be synced through Meraki
- It is the responsibility of the school to upgrade these devices

### *Security and insurance*

School owned devices are insured for theft by the school. Damage and breakages will be fixed on a needs basis.

## Support

St Vincent's have employed the services of Perth ICT who support the school networks and IT Services.

## User Agreement

All students and families need to sign and return the Technology Code of Conduct & Agreement Policy to school at the beginning of each year before being able to use the iPads/other forms of technology.

### **St Vincent's Technology Code of Conduct & Agreement Policy Appendix A**

## Bring Your Own Device

### *Why the iPad?*

- iPads are supported by CEO school networks and by IT Services. Other devices are not supported at this time and may therefore encounter a number of technical issues.
- Sharing work between students and teachers is simpler across the same device type
- Teacher knowledge required to support learning, develop equivalent tasks and trouble shoot would have to be more extensive if catering across a range of device types
- Reduces device comparison and competition between students
- This tool allows for learning anywhere and anytime
- Fast start up - no wasted learning time waiting to log on
- Multimedia capabilities - camera, video
- Potential to collaborate with a wider audience
- Abundance of apps
- Touch interface - high interactivity
- 10 hour battery life
- Opportunity to learn in different forms
- Light and portable, easily carried in bag
- Minimal technological support required

### *Device specifications and Requirements*

The minimum requirements are:

- iPad with a working camera and microphone
- iPad with 16 GB is sufficient for storage and it may be necessary to clear out student work occasionally
- iPads need to have the latest iOS installed.

Some examples are iPad 2, iPad Mini and an iPad Air. It is optional if you would like to purchase a device with a larger storage capacity.

iPad case requirements

- Strong case with a support stand to encourage correct posture

- The case should have a screen cover (for when it is not in use)
- A case that stays on the iPad at all times for maximum protection. A case that allows use of the camera whilst keeping the iPad in the case is ideal (we will encourage students not to remove these cases unless absolutely necessary)

Students need to be able to access the Internet and other online services and learning resources. It is not necessary for student devices to have 3G/4G capability. Using 3G/4G access bypasses filters and reduces school control over what students are accessing. While at school students must use the school network.

Things to turn off: Messages (connected to shared itunes account), 3G – Turn off mobile data (wasted access), Bluetooth (to save battery).

### *Management and Responsibilities*

Essentially the set-up of the iPad, updates and installation of apps will be the family's responsibility. The cost to set up the iPad with the minimum apps required for school will be under \$50.00. Parents are able to download other apps and games on the device, however, we ask that they are placed in their own folder on the device and not on the first page with the educational app as they will not be used at school. A list of required apps will be sent home at the beginning of each term.

It is the responsibility of the family to maintain their iPad by updating the iOS and applications when they become available.

Students will be responsible for charging their own iPad at home each night ready for use at school. There will be limited chargers available in the classroom.

### *Security and insurance*

iPads need to remain in school bags both before and after school. The students need to place their bag in the designated area for their classroom to ensure the safety of the iPad. During times that the teachers and students are out of the classroom and the iPads are unsupervised the classrooms will be locked. Students will be encouraged to keep their iPad in their desk when it is not being used. Many insurance providers offer cover for personal devices as part of their home contents insurance.

### *Device Damage Procedures*

Parents are encouraged to have insurance for their child's iPad (see BYOD Security and insurance). Parents have the responsibility for ensuring their child has a functioning device for use at school. If there is an incident resulting in damage to the iPad that occurs while on school premises teachers will complete an iPad incident report form. Whilst most damage to devices is the result of an accident, occasionally there will be conflicting accounts of the incident and some further investigation will be necessary. In undertaking any investigation teachers and parents acknowledge the difficulty in establishing responsibility for damage when two conflicting accounts are given.

Incident investigation process:

- Initial investigation of any damage by the teacher
- If clearly established as owner fault teacher completes a damage investigation form (including photo of the damaged iPad), teacher and student sign the form and this is sent home to parents.

- If the cause and origin of damage is unclear the teacher includes all information gained to this point in the investigation form. The incident is referred to principal.
- Parents are informed of the damage and next steps in the process
- The principal talks with all those involved in the incident and any witnesses to the incident. These discussions are documented.
- Parents are informed of the outcome of the investigation.
  - If responsibility for the damage is clearly established contact is made with all parties to negotiate a resolution and repairs.
  - When a result is unclear responsibility for repairs would remain with parents. The school would try (where possible) to provide a device whilst repair or replacement occurs.

### *User Agreement*

It is the parent's responsibility to read and understand:

- St Vincent's School iPad Code of Conduct & Agreement Policy
- St Vincent's iPad Parent/Student Home Agreement

In collaboration with the school, parents help their child to understand their responsibilities. Once reading these documents, both parent and student sign and return them to school where they are kept on file. This needs to be done at the beginning of every school year.

**St Vincent's iPad Code of Conduct & Agreement Policy (Appendix B)**  
**St Vincent's iPad Parent/Student Home Agreement (Appendix C)**

## **Frequently asked questions**

### *Equity*

We ask that if you are unable to purchase a device for your child/ren to use at school that you please contact the school principal to discuss your options.

### *Filtering*

There is filtering on web browsing while children are connected at school and parents are responsible for filtering and monitoring of the iPads home use.

### *Why not Samsung or other Device?*

At this stage, St Vincent's are accepting iPads only. There are many reasons but most importantly we understand iPads and can share work between these devices. Teachers at St Vincent's have built capacity in the use of iPads in the classroom and have limited knowledge of other devices therefore this will be the most effective device and efficient use of classroom time with trouble shooting when problems arise.

### *What about my child's handwriting?*

At St Vincent's teachers are taking a blended approach to learning and will use both digital technologies and traditional methods of teaching. We will still be teaching handwriting.