

St Joseph's BYODD questions

Technical

1. Are you able to make available the settings within the Catholic Ed Airwatch provisioning profile? Furthermore, what are the security implications of installing your provisioning profile (eg. remote file-system access, remote gps-a access, backup restrictions, etc).

Parents can see exactly what is happening on the device using the self service portal as well as looking at the profile in the settings app.

We do not access the students' files.

GPS data, if allowed on the device, is only viewed by authorized people.

2. Are you able to make available the settings of the Catholic Ed proxy whitelist/blacklist, in order to inform parents which external Internet services are allowed/disallowed?

The list is too big.

We filter all traffic and block inappropriate material.

We use Zscaler as our web filtering tool.

3. Will my child's device usage be monitored, at either the host or network level? If so, what are you recording (content or metadata) furthermore what is your data storage location and retention policy?

Device usage is not monitored.

School Web traffic is filtered and logged.

Students are starting to use Google Drive or onedrive as a storage location but still have home and shared drives on the school servers.

Students' google account are all stored on AUS shores and are not used in data mining or advertising.

4. What will you do with my child's usage metadata/content? Will you sell it? Will you data mine it, even in aggregate?

No

5. Will dedicated technical assistance be provided to the class teacher to solve technical issues, so that the teacher and children are able to continue with the class activity?

An IC< tech is on site once a week.

Training material will be available on the internet/ intranet.

Apple Store provides information, training and support.

With the help of the Airwatch (MDM) settings such as wireless and email is set up automatically which takes away user error etc.

6. What are the service levels?

See Q 5

7. Will this be onsite or remote assistance

An IC< tech is on site once a week.

Remote support will only happen at school and not home.

Support will only be offered for school activities and settings.

Home wifi etc will not be part of this arrangement.

8. Technology becomes outdated quickly, if this program is rolled out to other year groups will students be required to upgrade their iPad?

We believe it to be the opposite case. If you purchase a device at the start of Year 5 use you will get longer use for your purchase.

iPads will last/ be supported by apple for 4/5 years.

9. Were alternatives to provide devices to students considered? If so, what were the alternatives considered and what was the basis of their rejection?

It was important that Catholic Education be able to support our program and provide ongoing advice and service. This dictated what was chosen.

Health and Safety

10. We would like to know how the health and safety of children will be managed so that there is no impact on them due to sustained periods of iPad use.

As is the case in all classrooms, teachers constantly provide a variety of activities to ensure the health and safety of all students is maintained. They plan active lessons to follow desk work, inside sessions followed by an activity in another location etc. They ensure fresh air and hydration are available for their students. This is part of a teacher's daily planning. They are also trained to monitor the class and make adjustments according to the class' needs at any given time. The same considerations and variety is in place in relation to iPad use. iPads are not used for sustained periods of time.

11. At present we understand that no child has an assigned desk in the current or proposed class environment. This raises significant concerns for us on the impact on our child's physical well being if they do not have a dedicated desk.

Students have their own dedicated storage spot where their belongings are placed. There are the same number of working spaces in each room as there are students. Depending on the activity each student chooses where to work. Their chosen work space will vary depending on the need and circumstance. These work spaces don't include the soft furnishings which are used for more informal learning such as discussions, reading and collaborating with peers.

12. I understand other catholic schools in the similar situation still have dedicated desks for all children when using iPads and similar technology.

Other Catholic schools have visited our learning environment as an example of outstanding contemporary schooling. They too will be moving towards flexible furniture as their funds allow.

Many Catholic schools throughout Australia have moved on from outdated classrooms.

13. Will each child have a dedicated desk?

See Q 11.

New furniture will be in place in the refurbished wing shortly.

14. What is the proportion of time (maximum) that use of an iPad will represent of the total class time during :

A day

A week

Students do not use iPads constantly over long periods of time. The amount of time spent on an iPad each day will vary depending on if and how, the teacher and student decide to use the device to support learning. The iPad is an educational tool that is used only when it is the most effective means of meeting an educational outcome.

15. What studies have been done about screen time in relation to eye health, posture, handwriting?

The US National Institute of Health suggests that screen time be balanced with activity. Its actual guidelines discuss home-based screen time rather than in the educational or work setting. Australian guidelines from the Department of Health and Aging specifically exclude educational use from estimations of appropriate screen time but also indicate the need to balance sedentary pursuits with more active activities.

Please refer to the Frequently Asked Questions and Helpful Hints section, under the iPads tab, of the St Joseph's Technology website for further information.

16. Are there guidelines regarding safety especially in regards to time on the devices, sleep patterns and eye health?

Yes. Please refer to the Frequently Asked Questions and Helpful Hints section, under the iPads tab, of the St Joseph's Technology website.

17. What percentage of time will the students spend on the iPads?

See Q 14

18. When the students are not spending time on the iPad, there should be an expectation that students are sitting at desks especially when writing, will this be the case?

See Q 11

19. Why are there no desks in the class for each child? The new refurbishments in the school already have breakout areas for flexible learning.

See Q 11

20. OH&S – breakout areas vs. desks and proper posture, has consideration been given to this?

See Q 11

21. Is there research that you have considered and can make available that gives you comfort that my child's eye sight will not be adversely affected by additional device usage at this young age?

Yes. Please refer to the Frequently Asked Questions and Helpful Hints section, under the iPads tab, of the St Joseph's Technology website.

22. How many desks will be in each class? Is there research that you have considered and can make available that gives you comfort that working on the floor for the majority of the day at the age of 9 or 10 will not be detrimental to my child's posture?

See Q 11.

The students do not work on the floor for the majority of the day.

23. It is widely recommended that children in this age group spend no more than two hours screen time per day on devices, watching TV, etc. How will my child's screen time be monitored at school and communicated to parents to ensure that guidelines are not exceeded?

See Q 15.

The students will not be using iPads for extended, uninterrupted amounts of times.

24. What alternative schoolwork and homework arrangements are proposed should my child have exceeded recommended daily screen time?

See above.

Teaching and Learning

25. What technology and complimentary/supplemental educational qualifications do the

1.1. proposed teachers have; and

1.2. Principal and other senior members of the school management group

Teachers have attended Professional Learning, conferences in Australia and America, participated in Apple workshops and conducted Action Research.

26. Can you confirm if homework will be primarily required to be completed on a handwritten basis?

The theory behind BYODD is for Home Learning to be strongly connected to learning that occurs at school and vice versa. Using an iPad will allow that to happen effortlessly.

The mode by which Home Learning is recorded will depend on the task.

27. How will improvement of core non technology based skills be managed such as writing, reading and mathematics?

Technology is a means of learning and presenting information. Basic skills, irrespective of whether technology is used, is assessed and reported on in the same way as they are now.

28. Is there a defined and documented plan for each subject that has clearly identified technology and non technology component for the year?

Yes, the Content Descriptors of the Australian Curriculum.

29. What is the possibility of using Dropbox or Google Drive as a storage option with our classes, or across our school, instead of the T drive? Security? I don't know enough about it to ask exactly the right questions.

Students currently do not access the T drive. Digital work is stored in their Edmodo backpack. Students and teachers have been encouraged to use Google drive, as cloud storage frees up memory space on their iPad's. Edmodo now supports the use of Google drive.

We are finalising the use of Google drive or Onedrive for use in the school.

Students and staff both have Google and Microsoft accounts (same as email details).

30. What are all the learning platforms that schools in the archdiocese are using?

Edmodo, Google Classroom, Seesaw, Showbie, Moodle, Studywiz

In 2016 Foundation to Year 2 will be using Seesaw and Years 3 to 6 Edmodo.

31. Does the BYODD have to be an iPad? Can kids use a MacBook or laptop?

It was decided that iPads fit best with our way of teaching and learning (pedagogy).

Later we may be able to support the option of any device (BYOD).

We are trying to use multiplatform applications, such as Edmodo and Google apps, in the hope we can move to any device.

32. We would like to understand the purpose of the Edmodo application that you have asked students to download at home. Our other concern is that it's an online App. We are opposed to students having dealings with these types of sites.

Edmodo is an online Learning Management System. It has strict privacy policies and restrictions and can only be accessed through secure access, which is provided and monitored by the classroom teacher.

The Edmodo application is used by hundreds of schools and is monitored by teachers.

33. I am worried that they will lose the habit of writing after 2 years of BYODD, then when they get to high school it will be hard for them to get back into it.

Handwriting will still be a means for the students to communicate. There will be times when handwriting is the best way to present learning.

Fine motor skills are developed through a variety of avenues such as The Arts.

There are no handwriting outcomes for Year 6 in the Australian Curriculum to achieve. The focus is on writing for an audience.

34. We hear from current Year 5/6 parents that it is very difficult to check and follow up on homework because the kids do the work and submit it on the device and it is all gone in a flash - whereas in a homework book you can easily check at any time.

We use a very safe Learning Management System called Edmodo which is like an online classroom.

Parents as well as teachers and students can have access to student work so parents can view and keep track of their child's work and progress.

35. I don't support this program. What are you going to do if I refuse to provide an iPad?

We have several devices already. I don't want to buy another iPad. Why can't my child use what we have?

Why can't it be a laptop?

For the program to be successful all devices need to be the same hence our request that the device be an iPad. Work will be designed for iPads.

Families do have the option of supplying an iPad they already own, it just requires AirDrop capability for ease of use.

Laptops don't allow for the use of educational apps which are the basis for the program. We need to use support from CE which is dedicated to iPads.

Should a parent choose not to support the program a device will be made available for the student however the device will not be for home use and it can't be guaranteed that there would be a device for each child.

36. It should be something the students can learn to touch type on.

Bluetooth keyboards can be used on iPads.

37. I don't want my child to be on an iPad at home. Why can't he just use one at school?

It may be that parents are thinking of iPads in their narrowest application which is as a toy. At school we do not use them in this way but rather as a learning device.

As educationalists we always encourage learning beyond the classroom and know that parents contribute significantly to their child's education when at home. An iPad is an additional means by which children can learn.

Parents may choose to limit their child's use of an iPad to school only but the full benefits of the device and what can be achieved won't be maximised. The student won't be able to participate in a flipped classroom which we see as setting the students up for success by them preparing for the next day's learning through pre-reading and the like as part of their Home Learning.

38. When does the school day end? At the end of the school day I want my child to be free of technology.

We support parents in their desire for their child to be free from school demands etc outside of school hours. The only time we are asking parents to allow their child to use technology is for home learning.

39. I don't want my child constantly checking to see if something has come in from the teacher.

We agree. There is no expectation that this would be the case. Anything put onto Edmodo overnight by a teacher would be in readiness for the next day in class.

40. What learning outcomes are there associated with electronic device use at home? At school?

We follow the Australian Curriculum which integrates technology into all teaching areas.

41. If there are not learning outcomes, how will the students' progress (or lack of) be assessed and reflected to families?

We work from the Australian Curriculum which has learning outcomes. Student progress is assessed and reported to parents and carers as it is now.

42. Will the student progress and competency with electronic devices be reflected in their term assessment via either the Learning Journey or Reports Cards?

The reports we are required to use do not have a designated ICT area to comment on, at present. This is being reviewed by CE. Teachers will comment in the General Comments space and talk with parents / carers during Parent Teacher interviews.

43. How will not having an electronic device and/ or not using the prescribed apps impact the students' progress? Will they be unable to progress through the academic year?

The student won't be able to meet the Achievement Standards according to the Australian Curriculum.

44. If the iPad is considered a learning tool, why can't the device be left at school each day? Homework can be done at home in a book and submitted if required using existing technology at home.

This may be a suggestion in theory but from a practical point of view using different forms of technology would be very challenging.

45. There are concerns that families have left the school as a result of the BYODD. How is the school evaluating the current program?

As education professionals we believe this approach is the best way forward to educate the students for their futures. Outdated methods and learning environments will hold the students back from achieving the outcomes set by the Australian Curriculum and will disadvantage them. Education has changed on a massive scale and we are all being challenged to stay up-to-date.

This program is in place across the world and many ACT schools have or are planning to implement it. A survey of current Years 5 and 6 parents has been conducted and teacher and student opinions will be obtained.

Ongoing evaluation by major stakeholders will occur.

46. After school hours for primary school children in particular should be for playing, extra curricula activities and family time. Why should teachers be contacting students after 3pm?

We agree. The current amount of time for Home Learning will be the same expectation.

Teachers devote their time to their students to answer their questions whilst they are actually engaged in the Home Learning rather than teachers contacting students.

See Q 39

47. We have no issues with our child learning about the technology as a subject at school like you do Maths, English etc..... why does technology have to be integrated into every subject? It certainly has its place but some things still need to be taught and learnt in a structured environment.

Technology is integrated into other subject areas and is a fundamental part of integrated units of work. Part of a teacher's accountability is for them to include how technology will be included in their teaching. We will still have explicit teaching. We use the Catholic Education's Maths Framework, Gradual Release of Responsibility in English, 5 Es in Science, Shared Christian Praxis in RE for example.

48. What priority will be given to children learning and developing their hand written communication skills?

All students learn and use handwriting skills in a variety of contexts. This won't change.

49. The development of social skills and communication and learning to interact with peers is critically important for children of this age. Is there research that you have relied on and can share that gives you comfort that social skills development will not be compromised by online learning?

We educate the whole child which includes social skill development. This is covered through the Health and Personal Development Curriculum. We teach communication skills explicitly through English and all other areas of the curriculum.

Online learning promotes collaboration with peers and is an additional means for communication skills to be developed and enhanced.

50. How will the school ensure that the apps used are educational apps which support the self-directed learning pedagogy and are not games or educationally inappropriate apps?

See Q 63

We will determine which apps will be used for education and they will be pushed out through airwatch. Apps purchased at home will need to be monitored by parents.

Parents can use the self service portal in airwatch to monitor which apps are used.

51. How will teachers monitor children's game time and non-educational apps given that this year 3 class is the largest in the school

The students will not have game time. Any non-school determined apps must be placed on a separate 'home screen' and not accessed during school hours.

We can also block certain games using the network.

52. My child is significantly behind in maths. How does this program improve his understanding and prepare him for high school?

The learning needs of each student can be better catered for using technology. Tasks can be specifically set for individual students at their level of development. Support can be offered to students through instructional videos or visual explanations that the students can review at their own pace or revisit as often as necessary.

Technology helps students to apply and transfer their learning to new situations which results in improved outcomes.

53. What research have you relied on and can share that demonstrates advantages of the proposed iLearning program over more traditional methods?

Yes. Please refer to the Research section, under the iPads tab, of the St Joseph's Technology website.

54. How will learning outcomes and the overall success of the program be measured? In the (hopefully never occurring) event of falling standards, how will children be 'caught up'?

See Q 40

55. Daramalan has indicated that it will not be introducing a BYOD scheme for year 7 in the short to medium term. Would my child be disadvantaged by having to go back to a device free learning environment?

The device can be used as a learning tool once the students move to high school. They will have new skills about how they can learn and enhance their own progress.

56. Were the school to provide devices for use in the school for each child and were children to use existing home devices, what specific detriment to the learning program would there be (if the program does not include the BYOD aspect)?

We could not offer one to one devices if the school purchased them therefore the initiative would be unsuccessful.

57. Did the decision to implement BYOD consider that were the high school to have a BYOD policy for Year 7, my child is then likely to be required to purchase yet another device in year 7 as an iPad is not appropriate for high school where significant writing occurs on the device?

The students will learn transferable skills to be used for the rest of their lives. iPads will always be useful and beneficial as the students move on to high school so their use will not suddenly be obsolete.

58. As primary schools that feed into high schools we can not wait and tailor our learning to what 3-4 high schools decide to do or not do.

St Joseph's has decided to use iPads in a 1 to 1 environment as we believe this is the best avenue for achieving contemporary educational outcomes.

59. What happens if we choose not to participate in the BYOD scheme? How will any feeling of exclusion be avoided if my child is the only one in the class without a take home device?

Parental choice not to participate will be respected and every opportunity for the child to be included will be made. Class activities requiring iPad usage may not be possible as a 1 to 1.

Security

60. How can you ensure my child's safety online?

The school internet is filtered just as it is now.

The home network can be filtered by implementing a security product.

We teach students about internet safety and about being a responsible digital citizen.

61. The first time my child used Edmodo I didn't like what she was exposed to – inappropriate language, photos. I don't want my personal information available to others

Students were asked to download photos of things / people that bring them joy which included images of themselves in a variety of settings and of family members, friends and pets etc.

There were comments made by a couple of students that demonstrated poor choices. The comments were immediately deleted and a discussion was held the next morning at school reinforcing the correct use of the learning platform and a reminder about using technology appropriately - that Edmodo is not a social forum but one dedicated to educational tasks. As is always the case, a real life situation created an

opportunity for specific learning by the students.

Only those with approved access to Edmodo can 'see' that class' forum. Students are unable to message each other directly. It is an online classroom that is parallel to the physical classroom.

62. How do you intend to manage students who use their iPad inappropriately?

All students must read and accept both the BYODD Student Agreement and the Acceptable Use Policy with their parents/carer before commencing the BYODD program.

Teachers incorporate lessons about digital citizenship into their programs and teach the students appropriate skills and strategies.

Should there be an inappropriate use of any form of technology the School Behaviour Management Policy will be followed.

63. Moving forward will the school commit to educating/ informing parents when it comes to rolling out the use of apps first before they discuss with the students?

As education professionals teachers have the ability to apply quality control to and make decisions about which educational apps are sound and worthwhile for learning tasks. Only apps of the highest quality will be utilised and they will be education based not play based. Just as teachers make decisions about all manner of resources for teaching and learning it will be no different for apps.

We can offer tutorials to parents / carers so they are comfortable with the use of chosen educational apps. A list of school determined apps will be published on the St Joseph's Technology website with an explanation of each app's functionality and purpose.

64. Searching on the St Joseph's website there appears under the Policies section <http://sjo.act.edu.au/aboutus/policies.html> no reference to the use of BYODD and in particular how the Behaviour Management plan proposes to discipline students who use the devices/apps inappropriately? Further, how will students be disciplined if they use the devices inappropriately at school vs. at home?

See Q 62

The fact that the Student Management Policy on St Joseph's website has not been updated is an oversight and will be rectified.

65. Has the school engaged with the Federal Government Organisation (www.esafety.gov.au) to inform students and parents about 'cyber safety'?

We refer to a variety of resources regarding cybersafety and use them as part of the overall program to instruct students about being responsible e-citizens. Links to The Office of the Children's eSafety Commissioner and additional online safety information can be found on the St Joseph's Technology website

66. Have the students and parents been well educated about using the device and learning online?

The students are continuing to learn about using apps and how to enhance their learning.

We are open to assisting parents in learning about contemporary education.

A way for this to happen is to be decided.

67. Did consideration of the BYOD proposal include consideration that some families have chosen not to have devices in order to minimise children's exposure to devices and that this parenting choice is undermined by compulsory implementation of a program such as BYODD?

It is not our intention to counter parental choices but to provide our students with the skills and knowledge around online e-safety, how to learn using technology and to be creative with their learning. We will use this as an opportunity to teach the students how to use this technology wisely. This type of support will not be provided in high school.

68. Why do you think it is acceptable to place burdens regarding device use and safety on a family which has chosen to keep these issues out of their home until year 6?

The use of mobile devices already exists in schools. What we are implementing is a means for more advanced learning to improve educational outcomes for students. This is a proven teaching method. The introduction of mobile devices will be monitored and based on a student's needs. A safe and caring, small school setting will be more conducive to easing a child into the online world than when they commence a more overwhelming high school environment.

69. It is naïve to say that children sign an agreement to behave appropriately and not have some children breach those rules. How will inappropriate use be dealt with? How will my child's access to another child's device and any age inappropriate apps or content be controlled?

Passcodes will be used on devices.

Rules and guidelines will be enforced.

The school Behaviour Management Policy will be followed.

70. What is the school's plan for how to counsel or assist children who have been exposed to age inappropriate content at school?

Parental involvement will be important as will the offer of counselling by related agencies such as school counsellor or the police.

71. What is the plan for communication to parents about any online bullying or device misuse (own or another child's) issues?

The school Behaviour Management policy will be followed.

A letter regarding a serious incident will be sent to parents with details and suggestions about how to assist their child.

How would parents prefer to be informed?

Financial

72. Why can't the school purchase the device?

To enable 1 to 1 learning the school is not in a position to finance the cost of the program and maintain all other areas of ICT such as IWB maintenance and upgrades, site licenses, technology for early years, internet costs etc.

73. Is this a commercial arrangement?

No

74. As a parent do we have a choice not to participate in the BYODD and use a school provided iPad?

We require Years 5 and 6 2016 to participate in the program.

Should there be financial circumstances that prevent a family from participating we will support that family just as we do with all other aspects associated with being at our school.

75. Did consideration extend to the financial burden on families, including incurrence of significant initial cost (in effect a 25% increase in compulsory school contributions), and potential ongoing cost through maintenance, repairs and insurance claims (with excess payments, loss of no claim bonuses and increased premiums all a consequence of a claim)?

Careful consideration was made around the cost of this initiative. Options for the purchase of a device through the school exists and any family unable to meet the financial obligation will be supported, as is the case now.

If devices were purchased for Year 4, the cost would have been spread over a longer period of time.

76. BYODD system transfers all the cost and risk (of the device and of appropriate use) to parents. Why can we not have a scheme where the school supplies a device which is dedicated to each child for use at school for the year or two years. At the end of this time the device can be wiped clean and passed down to the next class. Homework can be undertaken using usual written and email communication or by making use of the home device and logging onto a safe extranet?

Schools can't afford to support this type of arrangement. The ICT levy that is paid each term is designated for other uses such as TVs, new apps, faster internet links and more Professional Learning for teachers.

If this suggestion was to be followed it would require an increase in the ICT levy.