

## Answers to questions posed by parents 1:1 iPad BYOD

In the period since the initial consultation with parents, a number of questions have been posed by parents in writing and at the Open Community Council meeting and in some instances less formally. Not all questions posed have immediate or accessible answers. The Council undertook to work with the key staff to answer as many of the questions as was possible. The answers we have sourced/compiled can be found below:

### **AFFORDABILITY / COST**

**What is the outcome for parents who cannot afford to purchase a device?**

*The school will support these families.*

**Can the school provide a bursary fund to part fund iPad purchases with eligibility criteria?**

*The school always supports families in need.*

**Why can't the school provide additional devices which belong to the school but are dedicated to years 5 and 6 students?**

*The ongoing cost of this would not be viable. In the initial year the school will meet 50% of the cost for those parents of children in Year 6 who enter into a lease but who elect to leave the iPad with the school at the end of the year. These iPads will be incorporated into the school 'set'; similar arrangements will be made in future years for parents who commence enrolment at Rosary in Year 6.*

**Could the money (targeted for iPads) be more effectively used to address specific needs of groups or individuals?**

*The school considers all needs when prioritising educational programs. This BYOD program will help address the educational needs of all students. The enhancements to the school's network and wifi capacity is an investment in the future; the timing has been determined by this initiative, but not the need to do this work.*

**Has any of the Fete money been earmarked to support the iPad program (including network and other upgrades)? If so, why wasn't the community informed?**

*No the proceeds from the fete have not yet been allocated for a specific purpose. Budget allocation is part of the Rosary Community Council approval process. The funds for this and other educational initiatives are drawn from a variety of funding sources. The Community Council intends to develop scenarios for multi-year enhancements to the school's environment, educational programs, staff development, student needs which will be the subject of consultation with the school community. It is our intention to focus our fund-raising initiatives to support strategic initiatives.*

**A large body of evidence suggests that students from less advantaged backgrounds suffer from the 'digital divide' when technology-based programs are implemented in schools. How will Rosary mitigate this effect?**

*All students will have access to an iPad. This will assist students from less advantaged backgrounds to access technology that might not have been possible before. Families are able to contact the Principal in relation to this. In fact, emerging recent evidence that the introduction of 'mobile' devices in the educational context is bridging (c.f. for instance: Diaz-Vera, J (ed.) Left to My Own Devices:*

learner autonomy and mobile-assisted language learning. Bingley, UK: Emerald. 2012; Kenny, Jack. "The future really is interactive." Times Educational Supplement 17 Jan. 2014: S11-S13. Academic OneFile. Web. 2 Dec. 2014.; Hylar, J. and Hicks, T. Create, Compose, Connect!: reading, writing and learning with digital tools. New York: Routledge. 2014). In addition, the availability of fast broadband and these devices within the educational setting will mitigate any lack of similar resource at home.

**Will there be a significant reduction in school fees, including removal of the IT levy, to reflect IT cost-shifting to families of year 5 and 6 students?**

*A proposal will be raised at the Council meeting in relation to reducing book fees for Years 5 and 6 students. The cost of the IT levy will also be considered at next week's budget meeting. Individual circumstances should be discussed with the Principal.*

**What is the expected through life software cost, i.e. ongoing subscriptions, in-app purchases, etc?**

*The cost of software specified for use by the school will be covered out of the current IT levy. The CEO purchasing initiatives are designed to minimise the cost impacts to schools.*

**What range of adaptive software will teachers use as part of the program? To what extent will the learning program be driven by the availability and cost of apps/software?**

*Software will be identified through a process outlining the functionality of the app and whether this app can help the student to meet the desired educational outcomes. App purchases will not be driven by cost and availability but rather through the application of educational criteria. One of the exciting aspects of this initiative is that a range of adaptive apps will be available to support student learning as appropriate for individuals and classes.*

## **EVALUATION**

**Has anyone devised specific strategies for measuring identified objectives with the iPads?**

*The iPads and their use will be measured using a variety of methods including: documenting levels of student engagement; assessing student educational outcomes; conducting satisfaction surveys; through teacher observations; and, evaluating the quality of student work.*

**What measures will be used to determine the success of the program?**

*Ongoing assessment and evaluation of all educational programs and initiatives are conducted regularly within the school, across the sector and more broadly. This initiative will be subject to the same processes.*

## **HIGH SCHOOL**

**Has the school investigated how the iPad program would help students to transition to high school? Wouldn't laptops be a better idea?**

*The portability, size, intuitive use, battery life, mobility, speedy access and variety of cost effective software contributed towards preference for the iPad in a primary school setting.*

**How will the Rosary BYOD support transition to High school?**

*Most high schools are moving towards a BYOD model. Students transitioning from Rosary who have participated in the 1:1 BYOD iPad program with its focus on self-directed learning, and appropriate*

use and management of technology, would have a solid foundation to build on in high school. Convergence between device platforms and capacities is expected to continue.

### **Has the school studied the ICT programmes offered by Merici and Daramalan?**

*Merici has introduced a BYOD laptop program but allows student the additional use of mobile devices.*

*Daramalan has a BYOD program from Year 9 onwards with the personal choice of device that meets the schools technical specifications. Students currently take laptops, iPads, Macs or android devices.*

## **IMPLEMENTATION**

### **What is the implementation plan?**

*Refer to 1:1 BYOD iPad Implementation Policy*

### **Why has Rosary left the consultation plan until the middle of Term 4 to raise the BYOD program and begin any consultation for implementation in February 2015?**

*Planning commenced early in 2014. The school addressed issues of technical and pedagogical viability and staff perspectives prior to the parental consultation phase. The school worked with the CEO T4C process to address issues of technical and pedagogical viability and followed a detailed iPads for Learning Implementation Plan (Victorian Government). In the Preparing Phase we undertook research, established the rationale, engaged the School Council, conducted a detailed readiness assessment, and explored preferred options. In the Planning Phase, we evaluated devices and infrastructure, developed a project plan, prepared a budget and then engaged the school community.*

### **Why not 6-12mths wait so that all concerns /possible problems can be addressed and adequate training by the teachers be undertaken without being rushed?**

*Teachers have experience in the use of multiple forms of technology and are confident and excited about implementing the program. The Council considered delaying the commencement but decided that the majority of stakeholders were in support and it would disadvantage Year 6 2015 to delay the start.*

### **Will devices be able to be left at school and not taken home?**

*Yes if the family request this.*

### **How will parents of other year groups be informed of this proposal?**

*A variety of mechanisms including future information sessions, school website and professional development opportunities will be accessible to all members of the school community.*

### **What's the rush to implement this program?**

*This implementation has not been rushed, rather it has been actively considered by the school leadership and staff for sometime. Please refer to 1:1 BYOD iPad Implementation Policy.*

### **In addition to the anecdotal evidence presented about the 'pros' of a BYOD program, what 'cons' has the school identified to allow parents to make balanced and informed decision to either support or not support introduction of the iPad program?**

*Evidence is not anecdotal; please refer to references used in 1:1 BYOD iPad Implementation Policy. This research was used to inform our decision. While there is some community concern about increasing amounts of 'screen-time' and young people's access to interactive and internet based technologies, the Council and the school leadership are of the view that this issue is one of parental oversight rather than control by the school. The educational advantages anticipated from the program are viewed to be sufficient to proceed.*

## **INSURANCE**

### **What is the insurance/swap plan?**

*Refer to 1:1 BYOD iPad Implementation Policy*

### **Leasing options – why doesn't this package include insurance?**

*Refer to 1:1 BYOD iPad Implementation Policy*

## **DAMAGE/THEFT**

### **Damage/theft? Damage during transit to and from school?**

*Refer to 1:1 BYOD iPad Implementation Policy*

### **Why won't the school provide back up devices for a reasonable period while the damaged/lost device is repaired?**

*The school will provide this as required.*

## **INTERNET SECURITY / APPROPRIATE USE**

### **Will the students be provided with 'free time' on devices? How will this be monitored?**

*Our policy is that the use of computers, laptops, iPads is only allowed under direct teacher supervision. Free time on iPads will be a classroom teacher decision.*

### **Will the school set out guidelines as to what is meant by appropriate apps/material?**

*Through the support of the Catholic Education Office we will be using an iPad management system that will allow us to bulk purchase the required apps and to push them out to each device. This takes away the responsibility for parents to purchase school designated apps. Only 'appropriate' apps will be selected by the school. Parents will need to monitor what they allow to be uploaded on the iPad at home. It is important for parents to monitor usage at home. This may include supervising the websites children have accessed by looking at the History and Favourites section of the iPad, and being aware of which applications are being used. You also need to monitor the amount of time spent on the iPad at home and set time limits.*

*If the school deems an app or content on an iPad to be inappropriate the parents will be contacted.*

### **Why is it not a requirement that all devices that are to be used in the school environment have appropriate restrictions in place?**

*All devices used in the school will have appropriate restrictions in place.*

**Will students and families be required to sign an acceptable use agreement or contract? What would that include?**

*Yes refer to 1:1 BYOD iPad Implementation Policy*

**Will parents and students be required to sign some kind of agreement to ensure inappropriate material is not loaded onto iPads and home and then shown around at school?**

*Yes refer to 1:1 BYOD iPad Implementation Policy*

**Will students be required to earn a license or participate in a program to prepare them before the program is introduced?**

*The agreement will be explained to all students and signed by students and parents before the iPads are used in the school context.*

**What security measures will be built in to the network to prevent access to inappropriate materials? What security model will be implemented to protect students and devices?**

*Refer to 1:1 BYOD iPad Implementation Policy*

## **WORK HEALTH AND SAFETY**

**What consideration has been given to the ergonomics of school furniture?**

*The school suggests parents purchase a cover with a support stand to encourage correct posture. Teachers will ensure that desks are at an appropriate height. Investigations will be made in relation to future purchases of classroom furniture.*

**What adjustments will be made to classroom furniture and other elements of the school environment to accommodate a BYOD program that provides for flexible and personalised learning?**

*See above*

**Is there a recommended number of hours exposure for children at variable ages within a primary school system?**

*Students will not be using their iPads constantly over long periods of time. The amount of time spent on an iPad each day in class will vary, depending on how the teacher and student decide to use the device to support learning. We need to remember that the iPad is an educational tool that is only used when it is the most effective means of meeting an educational outcome. The US National Institutes of Health suggest that screen time be balanced with activity. Its actual guidelines discuss home-based screen time rather than in the educational or work settings. Australian guidelines from the Department of Health and Ageing specifically exclude educational use from estimations of appropriate screen time, but also indicate the need to balance sedentary pursuits with more active pursuits.*

**What measures will be introduced to ensure that students do not suffer from screen fatigue?**

*See above*

**What provisions will be made for students who are visually impaired?**

*The school has used an iPad to cater for the needs of a visually impaired student. It enabled the student to customise text size and to access information that was displayed on the class interactive whiteboard. A distinct advantage of this kind of technology is its capacity to enhance learning for students with specific learning needs.*

**My child wears glasses and has experienced significant deterioration in his vision over the past few years. Doctors have advised me to limit screen time. Will my child be disadvantaged when other children are using iPads at school and he isn't allowed to?**

*The school always makes accommodations for students with medical/physical needs. Each case will be evaluated on a needs basis and appropriate supports put in place.*

## **RESEARCH**

**In addition to motivating students, what is the evidence that a BYOD program will improve students' learning and academic outcomes? Why hasn't the school been able to provide this information yet?**

*Highly interactive mobile devices, such as iPads have only been in existence for a short period (April 2010). A significant body of evidence is emerging to support the introduction of such programs, but it should be acknowledged that the timelines for robust peer-reviewed research are, as yet too short. Some of the research that has emerged in recent years include: Geist, 'The Game Changer: using iPads in College Teacher Education Classes', College Student Journal 2011; Attard, 'Teaching with Technology', APMC 18 (4) 2013 – this article has a substantial reference list; Wells, Brennan and Phelps, 'iPad iCan: Trialling iPads to support primary and secondary students with disabilities', Australian Educational Computing, 27 (2) 2012.*

**A large body of peer-reviewed research indicates that 'discovery learning' is, for the most part, poorly executed by untrained teachers. The most effective approaches incorporate quality feedback, worked examples, scaffolding, and explicit instruction. How would Rosary incorporate this evidence into the proposed learning program?**

*Rosary does not follow a discovery learning / constructivist approach to learning. Teachers at Rosary have had extensive professional learning in relation to: inquiry based learning; formative assessment; and, the gradual release of responsibility model of teaching. These approaches all help with the scaffolding of learning across a wide range of subject areas. These approaches enjoy broad support in the educational community and in research.*

**How will a BYOD program support year five students to demonstrate 'value add' in NAPLAN in 2015? Shouldn't the school concentrate on literacy and numeracy?**

*Religion, literacy and numeracy will always be the main focus of teaching and learning at Rosary. The 1:1 BYOD iPad program will help to differentiate learning and facilitate students learning at their own rate. Hence the introduction of a BYOD program is designed to support student learning and teaching across the curriculum. It is not a specific measure with reference to NAPLAN; it should be noted that the Australian Curriculum, Assessment and Reporting Authority is currently assessing the feasibility of moving to an iPad platform for testing from 2016.*

**Is there a successful, evidence-based BYOD program used in other schools that Rosary teachers will adopt?**

*A number of CEO schools have implemented successful 1:1 iPad programs and Rosary teachers have visited some of them to see classes in action. However, it needs to be reiterated that the iPad is a tool used to enhance learning and not a program to be followed.*

**Can a research project be designed and implemented between Rosary Primary school and ACU to document the process and assess the impact on the students, teachers and the school community as a whole over a period of years?**

*ACU is most interested in such a project. Discussions about this are ongoing with both the School of Education and the Learning Sciences Australia Institute within ACU.*

## **OTHER ISSUES**

**Can we as a parent community consider spending money in a planned strategic way on children (local or not) who do not enjoy the privileges ours do?**

*The school regularly raises money and other activities to support Caritas, Catholic Missions and the St Vincent de Paul Society. The school executive team decide on which organisations/charities are to be supported during the year. Parents are also able to form committees which then inform the Rosary Community Council. It is possible for parents to form a 'social justice' committee to investigate these concerns.*

**How does this program support contributing to and teaching about social justice?**

*The 1:1 BYOD iPad program is not designed to specifically teach about social justice. However, one of the goals of the 2015 Rosary Improvement Plan is to "implement well-structured, age-appropriate social action opportunities for staff and students". We plan to investigate the Reconciliation Action Plan for 2015; revise "Acknowledgement of Country" and identify the gatherings at which it should be used and continue to engage in celebrations that recognise Indigenous Cultures; explore outreach options for students and staff; and, establish a Year 6 Social Justice Leadership Committee.*

**Are there more effective ways that at least some of the money could be spent in our own or broader community?**

*School expenditure in relation to this program is related to infrastructure enhancement that will be necessary over time in any event. Other specific costs associated with the program are met by parents or on a cost-recovery basis.*

**Why did Rosary send information home to parents on 17 November that was taken from another school's website? Can the community have any confidence at all in the school's capacity to teach responsible digital citizenship and ethical use of information? Why was all the information about support for parents removed from the 'borrowed' document? Haven't the proponents of the iPad program at Rosary shot themselves in the foot?**

*We did use information from another school which synthesised our research and answered many of the questions that were asked before the Information Session. The school leadership and the Community Council apologise for omitting the relevant citations.*

## **TEACHING AND LEARNING**

**Why does Rosary need to introduce a BYOD policy?**

*Refer to 1:1 BYOD iPad Implementation Policy*

**What is the appropriate age to introduce the BYOD policy?**

*This varies from school to school. Some interstate schools introduce BYOD from Year 1. The majority of CEO schools began with Years 5 and 6 and a few are now moving to Years 3 and 4.*

**According to the presentation last week, iPads will personalise learning for students and support flexible delivery of the curriculum. How will teaching practices change in 2015 to accommodate this?**

*In line with current trends in education and teacher education, the teacher will increasingly become a facilitator of learning. Learning can be more easily individualised and students are able to develop into more independent learners, working at their own pace, accessing the information they need, when they need it, and using a variety of options to present it. Teaching practices are continually changing and improving. As professionals we continue to seek improvement through a variety of means, these include (but are not limited to) professional learning, professional improvement, catering to individual needs and feedback.*

**Teachers in all ACT schools are supposed to begin teaching the new Australian Curriculum in Technologies in 2015. How would an iPad program help deliver this challenging curriculum?**

*The Catholic Education Office has instructed all systemic schools to follow the Australian Curriculum implementation schedule which Rosary has been following.*

*During 2015 the Technologies Curriculum has been designated for exploration purposes. The Technologies component of the Australian Curriculum has not been validated for implementation at this stage. We wait for advice from the Catholic Education Office in relation to implementation of all curriculum areas.*

*We would observe that technology is an increasing part of all learning areas and dimensions of the curriculum. This program will assist with the introduction and successful implementation of the new curriculum.*

**At the information session on 13 November 2014, I was impressed by the potential for personalized and discovery-based learning. You don't need iPads to do this, so why isn't the school doing this now, though?**

*Of course Rosary is already seeking to achieve this in all classes, at all ages. It is our view that the introduction of this highly flexible assistance to learning and teaching will further enhance our efforts. Rosary Primary school currently provides personalised and discovery based learning in a range of curriculum areas across all year levels.*

**How will students be equipped to access the potential learning opportunities offered by a BYOD program? How will they become responsible digital citizens?**

*Students will be able to access a wide range of potential learning opportunities through the BYOD program. These learning opportunities will be guided through the expertise of their class teachers moving towards collaborative learning between students and teachers.*

*Students will be instructed to become responsible digital citizens through explicit teaching, support from external providers eg: Cybersmart and Think U Know programs, and continual feedback and monitoring.*

**How would a BYOD program support students with learning difficulties, students who are not proficient in English, and high achieving students? How will teaching practices (i.e., differentiation) change at the school to support the learning needs of all students?**

*The 1:1 program will enable greater opportunities for differentiation to suit the needs of all learners. Differentiation is provided through adjustments and/or extensions which vary according to the needs of the individual. These may be minor or significant. Adjustments can be made to the content (what is*

to be taught); the process (how learning will occur); the product (evidence of student learning) and the learning environment.

## **TECHNICAL**

### **Can my child bring her Ipad2?**

Yes.

### **Why ipads and not android devices?**

*The school will continue to use iPads as its educational technology platform for a number of reasons including: iPads are supported by the CEO school network and by IT services; sharing of work between students and teachers is simpler across the same device type; the level of teacher knowledge required to support learning, develop tasks and troubleshoot is more manageable and easier to maintain in a busy classroom environment.*

### **Is there potential to accommodate multiple operating systems, eg iOS, Android, Windows, etc.? If not, why not?**

*See above*

### **What is the justification for 32gb of storage?**

*See 1:1 BYOD iPad Implementation Policy*

### **What hardware/software will the school mandate?**

*The school recommends the iPad Air 32GB WiFi but there is scope for a variety of iPad models. For more information see the 1:1 BYOD iPad Implementation Policy. It is advisable to have the most current operating system as some apps may not function on older versions.*

### **Will mandatory hardware upgrades be required?**

*Given the anticipated 2 year nature of this program (covering years 5 and 6) it is not anticipated that hardware update from the recommended model will be required in the timeframe.*

### **How often? Is there potential to accommodate multiple operating systems, eg iOS, Android, Windows, etc.? If not, why not? Will add-on keyboards be required?**

*Refer to 1:1 BYOD iPad Implementation Policy*

### **Who will provide technical support to manage the BYOD program at Rosary? How many additional staff will be required?**

*The CEO provides significant technical support to the school with CEO technicians being available to advise and assist in a variety of ways. The CEO IT department has been involved in establishing a number of 1:1 iPad programs in Archdiocesan schools and they bring a considerable amount of expertise to the process. Minor technical issues will be resolved at school and Apple provides technical assistance through the 'Genius' bar at the Canberra Apple store. No additional staff will be required for the implementation of the program.*

### **How will the school's current network infrastructure cope with the introduction of over 100 additional wireless devices? Will additional data points and power points be fitted? Will the community experience further pressure to raise funds to cover additional costs?**

*Refer to 1:1 BYOD iPad Implementation Policy. There will be no pressure to raise additional funds.*

**Apart from a learning technologies officer, what support exists from the CEO for a BYOD program? What guidelines will the school use to develop a BYOD Policy to safeguard students and teachers? Will a school-developed policy be developed prior to implementation of the program? Will the CEO endorse the policy?**

*The CEO provides significant technical support. The school has enrolled in the CEO's T4C program (Technology for Classrooms) and teachers will be supported by a Learning Technologies Officer from RE and Curriculum Services.*

**What guidelines will the school use to develop a BYOD Policy to safeguard students and teachers? Will a school-developed policy be developed prior to implementation of the program? Will the CEO endorse the policy?**

*The Rosary 1:1 BYOD iPad Implementation Policy has been developed based on research undertaken by the school and in consultation with CEO staff and Archdiocesan schools that are currently running similar programs. The CEO has endorsed the project through the T4C program. The CEO does not endorse individual school-based policy documents.*

## **TIME / CURRICULUM AREAS**

**What subjects will the ipad be used in?**

*The iPad will be used across all learning areas if it is the most appropriate tool to be used to achieve a learning outcome.*

**What proportion of student work will be performed using the ipad?**

*This will vary from day to day. Students will still continue to use multiple resources for learning - read books, use exercise books, pens, pencils etc if these are the most appropriate tools.*

**What amount of time will be spent on the device each day?**

*The amount of time spent on an iPad each day in class will vary, depending on how the teacher and student decide to use the device to support learning.*

**What are the learning outcomes to be achieved?**

*Students will still be covering the core content of the Australian Curriculum.*

**What apps will the children be using?**

*The school will supply apps identified by the teachers and these will be distributed via the 'Mobileiron' app. Apps will be selected on their capacity to help students meet desired educational outcomes. Teachers may choose to use content-based apps to consolidate selected skills and/or understandings but they will also use open-ended apps that facilitate student-directed learning and enable the pedagogy to 'drive' the technology. Examples of such apps are:*

- *Explain Everything: Students can create a screencast where they annotate, animate, and narrate explanations.*
- *Book Creator: Students can create a digital books incorporating text, audio, images and video.*
- *iMovie: Students can create and edit movies*

*The 'list' of apps will be dynamic and will be available on the school website from the beginning of the 2015 school year.*

**Why can't the school tell us what apps will be used and how they will improve learning?**

*See above*

**How will the school differentiate a child's work from something they have found on the internet?**

*Teachers do this already when marking research work.*

**How will teachers access student work for assessment? Will students' work be stored on a central server? Who will have access?**

*Teachers can use apps such as 'Showbie' or Edmodo' which enable them to assign, collect and review student work. The teacher can manage these and control who has access. Teachers will have a copy of submitted work but otherwise student work will be stored on their iPad.*

**Will the availability, cost and function of apps drive the curriculum?**

*No, refer to 1:1 BYOD iPad Implementation Policy*

## **TRAINING**

**How will training be provided for parents/children to use the Apple operating system?**

*Information regarding the setup and use of an iPad can be accessed at the Canberra Apple store. A parent workshop will be conducted at the start of the 2015 school year to assist with any setup and technical issues. Information from this workshop will be available on the school website.*

**Will the implementation phase include the provision of Apple information sessions with a trained technician?**

*As above*

**Will the school provide a service to ensure that each device is set up with what is considered to be appropriate restrictions?**

*As above*

**How will teachers be 'upskilled' to deliver a BYOD program? What is the timeframe for this professional learning? Is it quality-assured?**

*Refer to 1:1 BYOD iPad Implementation Policy*