

Trial BYOD (iPad) Year 3 2024



2024 Trial BYOD Program

- The BYOD (iPad) trial is for students who will be in Year 3 in 2024.
- Parents and caregivers can choose for their child to opt into the program from the start of the year or at any time throughout the
- An equity fleet of iPads in each classroom will allow students who are not part of the trial program to access devices as part of teaching and learning.
- Whilst the program is currently a trial, the intention is that BYOD (iPad) will be extended across multiple year levels over the years.
- Year 3 students will continue to use iPads as they move into Year 4, 5 and 6.



Why iPads?

- iPads were the device of choice when parents, students and teachers were surveyed earlier in the semester.
- Features of iPads – camera, video etc. allow our students to be creators not purely consumers of technology.
- iPads have consistent specifications and align with the requirements of the department.
- The skills that students develop will be transferable to other types of devices.



Equity and Excellence Vision



Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland. Actions include:

- enhance the capability and confidence of teachers in digital teaching and learning
- improve connectivity through bandwidth upgrades
- connect all students to digital learning opportunities through access to devices and technology



21st Century Skills (QCAA)

- Technology dependence versus technology literate.
 - Increasingly students depend on technology and its features, however, they lack the skills to be able to use technology to benefit them.
 - Student know how to access Youtube, and play games, but they don't know how they are created.
 - This has caused students to become consumers and depend on technology to entertain them.
 - We want to teach students to be **CREATORS** and learn how to use to technology to benefit their learning.
 - In turn, this will prepare the students to be 21st century citizens.



Curriculum and Pedagogy

8 Learning Areas ...

and the disciplines from which they are drawn, provide the foundation of learning.

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn.

English
Maths
Science
Humanities and Social Science

HASS F-6
Civics & Citizenship
Economics & Business
Geography
History

The Arts

Drama
Media
Visual Arts
Dance
Music

Technologies

Design & technologies
Digital technologies

Health and Physical Education
Languages



7 General Capabilities

equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully.

They support and deepen student engagement with learning area content and are developed within the context of the learning areas.

3 Cross Curriculum Priorities

support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts.

They are incorporated through learning area content; they are not separate learning areas or subjects.

Three dimensions of the Australian Curriculum

The Australian Curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities.

Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.



Curriculum and Pedagogy

General Capabilities

The 7 general capabilities in the Australian Curriculum are:

- Critical and Creative Thinking
- **Digital Literacy**
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability.

In the Australian Curriculum, general capabilities are addressed through the content of the learning areas; they are not separate learning areas, subjects or isolated skills.

Digital Literacy

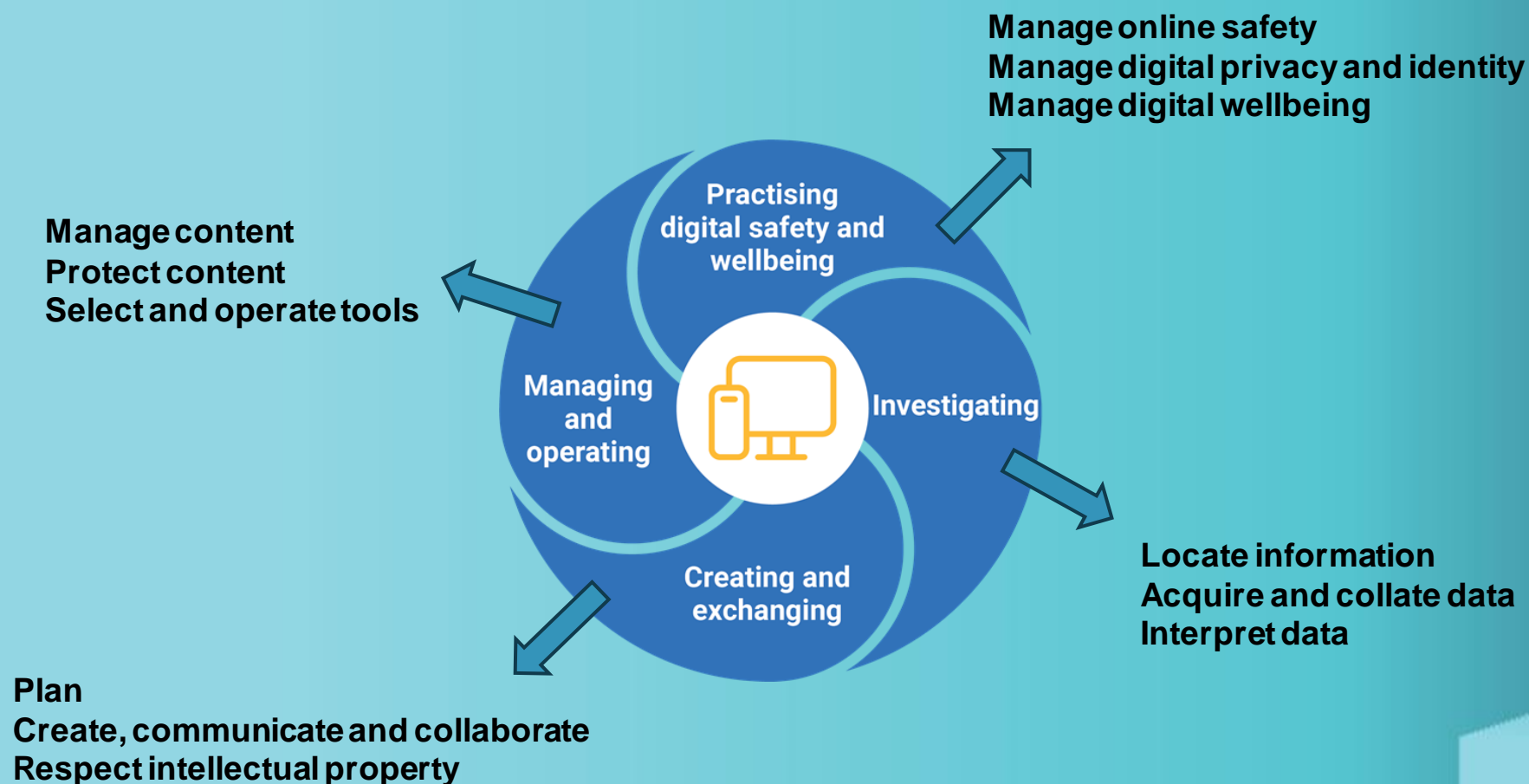
Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.



Digital Literacy Learning Continuum

The Digital Literacy learning continuum is organised into 4 elements:



Blended Classrooms

Year 3 classes In 2024 , will be created that include students who bring an iPad in from home as part of the program and students who do not.

- All students will take part in a combination of digital (use of iPad) and traditional (paper and pencil) teaching and learning activities, with teachers selecting the most appropriate method of delivery for the task. Examples of this could be:
 - **Students plan and write a text using pencil and paper with a partner or in a small group.**
 - **Students complete their draft and final piece of writing using an iPad.**
 - **Students participate in reading group activities using books from the library.**
 - **Students participate in reading group activities using a digital text that they access on an iPad.**
- Students who bring an iPad to school will use their own iPad every time that it is the best way to complete their task. At other times, they will use paper and pencils. These students will be able to take their iPad home and access digital homework that has been set by the teacher.
- Students who do not bring an iPad to school will access a school iPad from the equity fleet in order to achieve the same academic outcomes as those students with iPads. This will involve a combination of independent, paired and group access to the school devices, dependent upon the activity. There will be times, such as when an independent response is required during whole class activities that paper and pencils will be used. The school iPads will remain in school.



Protection of Devices

- Routines and expectations will be established with students at the start of 2024, to protect both home and school devices.
- BYOD iPads will require a protective case (waterproof is recommended).
- Insurance for loss or damage to a device is strongly recommended as responsibility for loss or damage to a device at home, in transit or at school belongs to the student.
- It is advised that accidental damage and warranty policies are discussed at point of purchase to minimise financial impact and disruption to learning should a device not be operational.



How will the iPads be used?



Device Specifications

Preferred iPads
iPad (10 th gen.) Wi-Fi 64gb+ 10.9" iPadOS 17.0
iPad (9 th gen.) Wi-Fi 64gb+ 10.2" iPadOS 17.0
Accepted iPads
iPad (6 th - 8 th gen.) Wi-Fi any storage iPadOS 17.0
iPad mini (5 th and 6 th gen.) Wi-Fi any storage iPadOS 17.0
iPad Air (3 rd – 5 th gen.) Wi-Fi any storage iPadOS 17.0
iPad Pro (2 nd – 6 th gen.) Wi-Fi any storage iPadOS 17.0
<ul style="list-style-type: none">• Please note that the iPadOS is updated annually and older devices may not support the newest version.• Prior consultation with the school must be sought if the iPad has mobile data enabled.

Over ear headphones with microphone compatible with the iPad.

Protective case (waterproof is recommended)



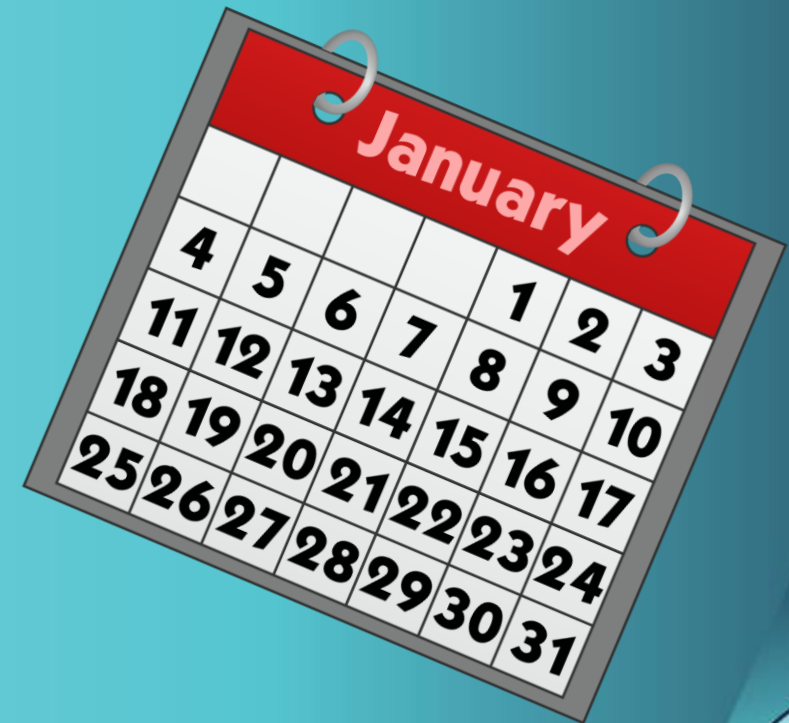
School Expectations

- Before School
 - iPad to be charged to 100% ready for the day.
 - iPad travels in the students' school bag.
 - Stays in their schoolbag until morning bell sounds.
- During School
 - Students to stay on learning apps only and follow directions from teachers.
 - iPads to stay in locked classrooms during play breaks.
 - Travelling from classroom-to-classroom students must always have two hands on the iPad.
 - Personal apps and school apps must be in 2 separate folders.
- After School
 - iPad returns to the students' school bag at the afternoon bell and stay there until they are at home.
 - iPad to be put on charge, ready for next day.



Week 1

- Day 1
 - iPads to remain at home.
 - Students will be taught, explicitly, the expectations of using the device at school.
 - Routines established.
- Day 2
 - iPads to remain at home.
 - Students will look at the charter (student friendly language).
 - Further routines and expectations established.
 - Students sign the same charter as parents. ←
- Day 3
 - **iPads to come to school.** ←
 - Routines and expectations practiced.
 - Setup Apple Classroom, and Microsoft OneNote.
 - Set the school wallpaper.
 - Passcodes verified.
- Day 4
 - **iPads come to school every day from this point.**
 - Routines and expectations practiced.
 - Final checks of device set up.
- Day 5
 - Australia Day



iPad Setup

- An image of the student must be used for the lock screen and the wallpaper will be changed later to school photo.
- Each iPad must have a 4-digit passcode that is made up of the student birth month and last 2 digits of the students' birth year (i.e. October 1989 = 1089).
- Install Intune Company Portal (instructional video will be placed on SLSS website).



Apps to Enhance Creativity



BOOK CREATOR



Parent Technology Workshops



- We will hold parent technology workshops on topics, such as;
 - Parental Control of devices
 - iPad functionality
 - How to use some of the apps students use at school.



Charter

- The charter sets out the responsibilities of the school, parents and students in relation to the BYOD program.
- Parents/caregivers are required to read and sign the charter prior to their child commencing in the BYOD program. Charters are available to sign this evening.
- Students are required to sign the charter and will do so at the start of Term 1, prior to the commencement of the program.

