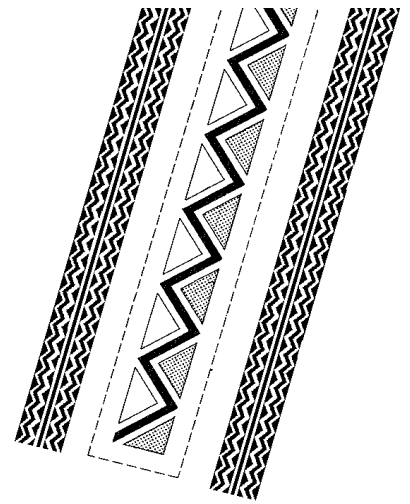


Ponsonby Intermediate School



Sabbatical Report

“To strengthen the school’s use of ICT to enhance learning and teaching and in particular 'best practice' of, and protocols surrounding the implementation and use of "Bring Your Own Device" strategies.”

Wim Boxen
Term One
2014

Sabbatical Report : Wim Boxen
Principal of Ponsonby Intermediate
Duration: Term 1 2014

Purpose

To strengthen the school's use of ICT to enhance learning and teaching and in particular 'best practice' of, and protocols surrounding the implementation and use of "Bring Your Own Device" strategies.

Historical Context

Ponsonby Intermediate is a Decile 9 Inner City school in Ponsonby, Auckland. We are the original Intermediate School, the first in New Zealand, to fully operate under the "Specialist Teacher" model. We have done so now for 17 – 18 years. All teaching staff are Primary trained teachers with a passion, knowledge and strength for teaching specific Curriculum areas. The students as a class move around the different subject teachers during the day.

Ponsonby Intermediate is a totally wireless school and has been so for approximately 14 years. We use only Apple computers and tablets at the moment, but have trialed linking other devices into our network. Computer use has long been perceived as an integral part of Learning and Teaching here at Ponsonby Intermediate. In 2012 we were SNUPPED, Fibre Optic Cabling was installed throughout the school. A "Bring Your Own Device" programme has long been a desire for our school. One major hindrance was the cost of unlimited broadband. To move into BYOD the school needed unlimited internet use but in late 2012 there were no cost effective suppliers. Since then we have contracted for unlimited usage at a very good price.

The school has traditionally supplied all computers and devices. We have a Computer Suite with 30 desktop Apple Computers for classes to use. We have a Digital Music Suite with 15 desk top computers in it, and there are several smaller sets of up to 8 laptops in strategic high use areas such as Social Sciences, Learning Languages and Design and Technology. Additionally there are two sets of 10 Laptops which can be booked for classroom use and there are 4 sets of 10 iPads in lockable 'Configurators', secured to a mobile trolley, for classroom use. All classrooms have at least 3 desktops or laptops assigned to them and most now have their own iPads or iPods as well. The Maths team classes each have sets of iPads and iPods. Although there are many "devices" within the school for students to access, we knew that we could never afford to supply enough devices to enhance all students learning equitably and so the BYOD concept has had a lot of appeal.

Impediments to Introduction of BYOD

Transitioning and Safety of devices is a huge issue here at Ponsonby Intermediate, as devices must move around the school with students. Security in particular is incredibly important here.

In June of 2013 an opportunist burglar broke into a classroom at the back of the school during a lunch time. A locked cupboard was levered open and 16 Cell phones

were taken. We naturally assumed that because we had locked away students property that our insurance company would cover the losses. They initially indicated that they would, but upon review several months later they decided that the phones were not covered. Parents were notified that they could claim under their own Home and Contents insurance. Where not covered by Home and Contents insurance the school offered to cover costs for parents. Consequently when the Insurance company contract came up later in the year we did not renew. Sourcing adequate, comprehensive insurance to cover such instances was a priority.

The ability for our wireless network to handle a vastly increased workload was also in question as it has struggled at peak times in the past.

Finally there are all of the usual concerns around appropriate use of devices within a school environment to consider. We have the usual Cyber Safety Use Agreements in place for all staff and students along with associated policies and protocols. A concern has been around the possibility of devices making their way into the playground and the issue of Cyber bullying on Social Media, etc. becoming more prevalent with opening up the availability of devices. We have had incidents of these in the past, although mostly out of school. These issues have been dealt with, but they are incredibly time consuming and difficult.

Methodology

Research into organisation and day to day administration of 'Bring your own Devices' systems which are suitable to our unique school structure was necessary. It was decided to look at several schools in the Auckland region who were using BYOD and to visit several schools in Victoria, Australia. I had heard that Secondary schools in Victoria were funded by the Victorian State Government, a few years ago, to provide a free laptop for all students for educational use. After reading several articles about BYOD programmes in schools in Victoria I was very interested to see first hand how said programmes operated. Amongst others I was particularly keen to visit Mentone Grammar, a school I had read about in the October 2013 edition of the magazine "TECHguide". I was particularly interested in their philosophy of allowing all sorts of devices into their system and how these worked effectively in the context of Learning and Teaching within their school.

Research Phase/ Findings

I visited four secondary schools in Victoria. All Secondary, as I felt that the way these schools operated would be similar to our own. The main reason being the constant movement of students throughout the school day and the need for them to be able to use their devices at any given time of the day. Again I was very interested to see how this was managed. I also visited four schools in Auckland. Two Secondary schools and two Intermediate schools. All secondary schools I visited had student lockers which assisted with security of devices, although I did observe several lockers left wide open, with everything inside left on display. All schools I visited had similarities and differences. I learnt something beneficial, new or different at every

school I visited and was very thankful for the openness and willingness to assist us in our BYOD journey.

The variety of BYOD programmes, I observed, ranged from a prescribed device for every student, paid for by parents, to, for want of better phraseology, an “Open Slather” approach where all sorts of devices were allowed. The benefits of a prescribed device were that all students had the same device, teachers didn’t have to waste time ensuring that all students could log in, etc at the commencement of lessons and that they could plan for the same type/types of software usage in their lessons. Teachers could also access student work online and provide feedback and feed forward much easier. This system also had benefits in terms of maintenance. Schools had providers who maintained devices (laptops) for the school and students. If a student’s computer broke down, the provider would take it away for repair while the school provided said student with a school device. The maintenance plan was built into the fee structure for students.

I dismissed the prescribed device idea, as much as I could see the point of having such a system, because at Intermediate School we only have students for two years and it would be quite difficult for all of our students to be able to buy a prescribed expensive device, especially when they could potentially move on to high school where another device was required. Other schools had a mixture of devices with I pads or tablets recommended for use or prescribed at Year 7 and 8 and Laptops or in one instance, laptops which used a Stylus, at higher year levels. The Stylus idea had an added benefit of students needing to maintain their handwriting skills.

One intriguing side issue I discovered on my “journey” was the way that different schools handled cell phones. We have always secured these at Ponsonby Intermediate during the school day so that there are no cell phones in the playground. Several schools I visited allowed students full control of their phones during the school day with the proviso that misuse cancelled that privilege. Their use as a second device in learning situations was also encouraged. Students were allowed them in class as long as they sat on top of the desk or table during class time in full sight of teachers. Their use for internet research, photography, apps use and so on was perceived to assist with learning situations.

Conclusions / Actions

Upgrading of our wireless network is the first priority. The network must be able to handle increased usage capacity. We envisage 400 to 600 devices using the system at peak times. After specialist advice we are replacing all “Airports” with industrial strength routers at a cost of \$26,000. We are quite fortunate that our existing system is pretty good and doesn’t require a larger cash investment to upgrade.

Ensuring that all classrooms have an adequate lockable space for devices is the second physical priority along with suitable carry / transport containers for each class, to move devices around the school.

The programmes that I came to prefer for our school were the “Open Slather” type, where multiple devices and platforms were allowed. Again these programmes had a range of expectations or requirements. Most insisted on a minimum screen size and a productivity suite which could publish written work. In New Zealand several schools I visited were using Google Docs successfully. Benefits are that Google Docs is web based and so can be accessed from anywhere. The programmes available are the same for everyone so compatibility issues don’t exist and I particularly liked the fact that teachers could provide feedback and feed forward directly to student work on line. Ideally this is the way we want to go.

Security wise we can’t invest in student lockers but will organise a system which will ensure that each teaching space has a secure location. Students will place their device in a class container which will be secured. If required for learning and teaching, individual teachers can access class devices easily. At intervals the container is locked away. A similar system is already in place with student cell phones so shouldn’t be difficult to implement.

Insurance of devices while under our ‘care’ is a serious issue. I have negotiated, with our new insurance company, insurance, to cover the cost of devices in our ‘care’. It sounds odd, but I am assured that this is a new insurance product in New Zealand, which the company will be marketing to other schools. Insurances like this exist in Australia but not here, the Australian schools I visited had far more comprehensive insurances available to them. The excess for our school is quite high but will provide major replacement cost security. All students who bring devices will also need to ensure that said device is included in their Home and Contents insurance. This will be clearly stated on the parental / student Bring Your Own Device Agreement. See attached Appendix 1 (Special thanks to Murrays Bay Intermediate for providing the framework for this document) and Appendix 2.

Professional development for staff will be integral in developing and integrating the use of “devices” in learning and teaching throughout the school. I have formed a Sub Committee to oversee the implementation. Staff meetings are already being planned along with courses for key staff, visits to other schools and research in general. Professional development will be ongoing. The setting up and use of Google Docs will be a major developmental need for all staff. The plan is to introduce BYOD fully across the school in Term 4 of this year. Staff will begin structured Google Docs training / familiarisation in Term 3. This will also be our time to set up Google Docs for the school. Initially it is planned that Term 4 will be a full BYOD trial so that we can tweak and improve systems as we go. To begin with we will insist on a 7 inch minimum screen size and a Productivity suite for everyone. We intend to be fully using Google Docs in Term 1 of next year.

Acknowledgements

I would like to acknowledge and thank the Ponsonby Intermediate School Board of Trustees for supporting my application for Sabbatical leave.

I acknowledge and thank my Deputy Principal Nick Wilson and my Leadership team for their outstanding efforts in my absence along with all those staff who “stepped up” during the term.

A special thanks to the Ministry of Education for making Sabbatical leave available. The opportunity I have had to be able to just take time out, to refresh, reflect, meet people and explore in more depth a development opportunity for our school has been invaluable.

Finally, a huge acknowledgement and heartfelt thank you to the schools that I visited, both in New Zealand and in Victoria, Australia. Your willingness to welcome me and to discuss your best practice with ‘Bring Your Own Device’ was absolutely outstanding. My school and I are deeply grateful.

Appendix 1

Ponsonby Intermediate and Digital Devices in 2014

In 2014, Ponsonby Intermediate is expanding the use of 1:1 personal devices in all classrooms. We will be encouraging all students to bring a personal device, daily, to embed into all aspects of their learning.

Why we are expanding 1:1 device learning.

- To offer more students the *latest* in 21st Century style learning.
- To motivate and prepare students for their future in our digital world.
- To prepare students for College, as this style of teaching/learning is the direction some local Colleges are currently developing.
- To allow students *instant* access to the internet and digital resources.

What is a 1:1 computing device?

- It is a student's *personal* Laptop, iPad, Netbook or an Android Tablet (screen size should be 7 inches or larger).
- It must be able to hold charge for minimum six hours.
- It must be available to come to school every day.
- It must be fully functional with regularly updated software.

Why is this a vital part of your son or daughter's education in the 21st century?

- The trend of every student having their own device at school is becoming evident in many school systems around New Zealand and the world.
- Learning has been shown to improve with access to a 1:1 computing device.
- The time spent on the process of research, writing things down and pulling all the information together is reduced, and more time can now be spent with the teacher and further learning.
- Device learning develops skills such as collaborative learning, communication and self-management of learning.

FAQ

- There will be lockable facilities available in each room for device storage when not in use and for intervals.
- The device must be on personal household insurance.
- Any further questions please email : wimb@ponsint.school.nz; nickw@ponsint.school.nz or andyw@ponsint.school.nz
- There are many devices supplied by the school for students who do not opt to bring their own

Interested?

I am interested in my child _____ (full name) participating in the use of BYOD (Bring your own Device) to enhance their learning at Ponsonby Intermediate School. I

understand that while the school will endeavor to ensure the safety of said device that the device must be included in our own household insurance.

Signed _____

CYBERSAFETY AT Ponsonby Intermediate

CYBERSAFETY USE AGREEMENT



This document is comprised of this cover page and three sections:

Section A: Introduction

Section B: Cybersafety Rules for Ponsonby Intermediate Students

Section C: Cybersafety Use Agreement Form.

Instructions for parents*/caregivers/legal guardians

1. Please read sections A and B carefully. If there are any points you would like to discuss with the school, let the school office know as soon as possible.
2. Discuss the cybersafety rules with your child.
3. Sign the use agreement form (Section C) and return that page to the school office.
4. Please keep Sections A and B for future reference.

*** The term 'parent' used throughout this document also refers to legal guardians and caregivers.**

Important terms used in this document:

- (a) *The abbreviation 'ICT' in this document refers to the term 'Information and Communication Technologies'*
- (b) *'Cybersafety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones*
- (c) *'School ICT' refers to the school's computer network, Internet access facilities, computers, and other school ICT equipment/devices as outlined in (d) below*
- (d) *The term 'ICT equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use*
- (e) *'Objectionable' in this agreement means material that deals with matters such as sex, cruelty, or violence in such a manner that it is likely to be injurious to the good of students or incompatible with a school environment. This is intended to be inclusive of the definition used in the Films, Videos and Publications Classification Act 1993.*

Additional information can be found on NetSafe's website www.netsafe.org.nz/ua

SECTION A

INTRODUCTION

The measures to ensure the cybersafety of Ponsonby Intermediate outlined in this document are based on our core values.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices bring great benefits to the teaching and learning programmes at Ponsonby Intermediate, and to the effective operation of the school.

Our school has rigorous cybersafety practices in place, which include cybersafety use agreements for all school staff and students.

The overall goal of the school in this matter is to create and maintain a cybersafety culture which is in keeping with the values of the school, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches which undermine the safety of the school environment.

All students will be issued with a use agreement and once signed consent has been returned to school, students will be able to use the school ICT equipment/devices.

The school's computer network, Internet access facilities, computers and other school ICT equipment/devices are for educational purposes appropriate to the school environment. This applies whether the ICT equipment is owned or leased either partially or wholly by the school, and used on or off the school site.

The school may monitor traffic and material sent and received using the school's ICT network. The school may use filtering and/or monitoring software to restrict access to certain sites and data, including email.

The school may audit its computer network, Internet access facilities, computers and other school ICT equipment/devices or commission an independent forensic audit.

SECTION B

RULES TO HELP KEEP PONSONBY INTERMEDIATE STUDENTS CYBERSAFE

As a safe and responsible user of ICT I will help keep myself and other people safe by following these rules

1. I cannot use school ICT equipment until my parent(s) and I have signed my use agreement form (see last page) and the completed form has been returned to school.
2. I can only use the computers and other school ICT equipment for my schoolwork.
3. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.

4. If I have my own user name, I will log on only with that user name. I will not allow anyone else to use my user name.
5. I will not tell anyone else my password.
6. I can only go online or access the Internet at school when a teacher gives permission and an adult is present.
7. I understand that I must not, at any time, use the Internet, email, mobile phones or any ICT equipment to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our school, or the school itself, even if it is meant as a 'joke'.
8. While at school, I will not:
 - Attempt to search for things online I know are not acceptable at our school. This could include anything that is rude or violent or uses unacceptable language such as swearing
 - Make any attempt to get around, or bypass, security, monitoring and filtering that is in place at our school.
9. If I find anything mean or rude or things I know are not acceptable at our school on any ICT, I will:

- Not show others
 - Click on the '**Hector Safety Button**' or turn off the screen and
 - Get a teacher straight away.
10. I understand that I must not download or copy any files such as music, videos, games or programmes without the permission of a teacher. This is to ensure we are following copyright laws.
11. I must have a letter from home and permission from school before I bring any ICT equipment/device from home. This includes things like mobile phones, iPods, games, cameras, and USB drives.
12. I will not connect any device (such as a USB drive, camera or phone) to school ICT or run any software, without a teacher's permission. This includes all wireless technologies.
13. The school cybersafety rules apply to any ICT brought to school like a mobile phone.
14. I will ask my teacher's permission before giving out any personal information online. I will also get permission from any other person involved.

Personal Information includes:

- **Name**
 - **Address**
 - **Email address**
 - **Phone numbers**
 - **Photos.**
15. I will respect all school ICT and will treat all ICT equipment/devices with care. This includes:
 - Not intentionally disrupting the smooth running of any school ICT systems
 - Not attempting to hack or gain unauthorised access to any system
 - Following all school cybersafety rules, and not joining in if other students choose to be irresponsible with ICT
 - Reporting any breakages/damage to a staff member.
 16. I understand that if I break these rules, the school may need to inform my parents. In serious cases the school may take disciplinary action against me. I also understand that my family may be charged for repair costs.

SECTION C
PONSONBY INTERMEDIATE CYBERSAFETY USE AGREEMENT FORM

To the parent/caregiver/legal guardian, please:

1. **Read this page carefully** to check that you understand your responsibilities under this agreement
2. **Sign the appropriate section on this form**
3. **Detach and return this form to the school office**
4. **Keep the document for future reference**, as well as the copy of this signed page which the school will provide.

I understand that Ponsonby Intermediate will:

- Do its best to enhance learning through the safe use of ICT. This includes working to restrict access to inappropriate, illegal or harmful material on the Internet or school ICT equipment/devices at school, or at school-related activities
- Work progressively with children and their families to encourage and develop an understanding of the importance of cybersafety through education designed to complement and support the use agreement initiative. This includes providing children with strategies to keep themselves safe in Cyberspace
- Keep a copy of this signed use agreement on file
- Respond to any breaches in an appropriate manner
- Welcome enquiries from parents or students about cybersafety issues.

My responsibilities include:

- I will read this cybersafety use agreement document
- I will discuss the information with my child and explain why it is important
- I will return the signed agreement to the school
- I will support the school's cybersafety programme by encouraging my child to follow the cybersafety rules, and to always ask the teacher if they are unsure about any use of ICT
- I will contact the principal or school cybersafety manager to discuss any questions I might have about cybersafety and/or this use agreement and I am welcome to do this at any time.

Additional information can be found on the NetSafe website www.netsafe.org.nz/ua

Please detach and return this section to school.

I have read this cybersafety use agreement and I am aware of the school's initiatives to maintain a cybersafe learning environment, including my child's responsibilities.

Name of student: **Student's signature:**

Name of parent/caregiver/legal guardian:

Parent's signature: **Date:**

Please note: This agreement for your child will remain in force as long as he/she is enrolled at this school. If it becomes necessary to add/amend any information or rule, parents will be advised in writing.

