To investigate how schools could manage the development of Digital Citizenship
across a child's time at school as a key competency
and in the growing
context of  BYOD (Bring Your Own Device)

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## *Executive summary*

"*chatting and socializing, engaging in self-expression, grappling with privacy, and sharing media and information – are here to stay. Although the specific sites and apps may be constantly changing, the practices that teens engage in as they participate in networked publics remain the same. New technologies and mobile apps change the landscape, but teens' interactions with social media through their phones extend similar practices and activities into geographically unbounded settings.*"  (Page 9 Boyd)

This paper shares experience gained in the implementation of BYOD at Waimataitai School and the steps taken to provide strong digital citizenship awareness.  It also discusses key considerations in developing digital citizenship programmes, and cybersafety across a child's time at school and provides links with resources to do this.

## *Purpose*
The purpose of this document is summarize the investigation made into the development of a school-wide digital citizenship programme within the context of Key Competencies and Bring Your Own device (BYOD) environment.

A term's sabbatical leave was used to gain knowledge of current good practice, research and investigation and development in thinking about the development and implementation of digital citizenship programmes in the BYOD environment.

### Background and rationale

Four key points influenced the choice of investigation :

Our own school's planned trial implementation of BYOD at Year 7 and 8 level (2013) and latterly Year 6 (2014).

Parental, community and societal concern about the potential for risk to students' physical and emotional safety in the absence of responsible digital citizenship behavior both outside and inside the school environment.

The need to ensure there is a cohesive and integrated approach to the development of digital citizenship behaviours from the time children begin using online environments upon, if not before, the commencement of school as a five year old.

The strong belief developing Digital Citizenship can best be seen as integral part of Key Competency development and therefore should be seen as an ongoing development over a child's time at school.

Elearning, the online environment and managing it safely in schools, needs to be a partnership between schools, parents and students, where we are supporting student's to develop responsible and safe behaviours,  empowering them to take responsibility for their actions  rather than having to continue to place restrictions on their access.  If children begin learning responsible behaviour from an early age, we will be preparing them for their future but also educating their parents and society.

Waimataitai School Vision;

**_A happy Wai Learner is a curious, respectful, motivated, reflective, team player_**

All students will leave Waimataitai School as successful students who have a high level of attainment in literacy and numeracy and an ongoing desire to learn.  They will have a desire to be good citizens within whatever community they enter or belong to.

NOTE: Waimataitai School is also  PB4L school. Having been the project for 3.5 years PB4L is an integral part of our school culture.  Students expect to be happy Wai learners who are curious, respectful, motivated, reflective and team players.  This culture is highly evident in the school.

We have an obligation to develop good citizens in all aspects of their lives, this includes the online community and digital environments.

The Ministry through TKI, elearning community provides support for schools developing digital citizenship; however this is, I believe is merely a starting point.  There is a plethora of resources becoming available online. What is needed is to utilize these in a coherent and progressive way. For Digital Citizenship to be an integral part of children's daily learning schools need to be exposed to progressive resources and approaches on how to successfully integrate this into their programmes as part of proactive curriculum implementation.

The key questions I am keen to address include;
How could schools manage the development of digital citizenship across a child's time at school? During this investigation I will promote the development of digital citizenship as part of key competency development with a particular relevance to BYOD  in school environments.

_This sabbatical project provided me with the opportunity for professional refreshment through research, visiting schools and other institutions as well as the necessary time to reflect and relax taking time out from what is a very demanding and complex role, that of a primary school principal. The opportunity to do this can never be understated or undervalued._

### _Methodology_

Pre –investigation
Own School Experience
The ground work for this project commenced in 2013 as part of the
implementation of our schools own BYOD at the Year7/8 level.  In preparation for this there was a great deal of investigation into how schools were approaching BYOD implementation and what key

factors needed to be taken into consideration. This proved to be extremely valuable and paved the way for a very successful and smooth implementation as was attested to by staff, parents and students when they were asked for their views almost six months down the track.  The basic result was it was not the issue everyone thought it would be. Students and parents therefore thought it should be extended to the year 6 students the next year.

During the pre-implementation stage, staff, students and parents were surveyed widely about their views regarding the proposed implementation including at what level, what types of devices might be available and for the purposes of this project what their concerns were regarding students having their own devices at school.  (Copy attached for information  Appendix 1 )

 What became very evident was the huge issue and concern that parents and whanau and to a lesser extent students had for safe and responsible use.  All parents in the school were surveyed and the results showed that they felt there was a need for careful preparation for this approach across the time at school and for it to be phased in progressively.  They were very aware that students needed to be supported to develop safe and responsible use of the online environment and it was starting at very early age.  What was also clear was a need to support parents with this.

Taking on board all of the concerns of students, parents and staff, the staff then endeavoured to develop draft guidelines to address these.  Essentially they became the responses to the "what ifs….". Within this process there was also the development of an appropriate user agreement. (copy Attached for information see Appendix 2)
Once these guidelines were prepared a session with staff was held where they were given all the issues raised by students, by staff, by parents and also by issues raised in other school and then using the guidelines attempted to find the answer.  This was an extremely useful exercise as it was practical and identified the need to refine some guidelines.

The guidelines and agreements were made available to parents along with an invitation to a parent education evening run by our elearning team.  The engagement rate of this was high and the evening well attended and even some of the more sceptical parents left feeling informed and less concerned. ( Guidelines attached for information Appendix 3)

Quote from initially reluctant parent.
*Just to say you and your team have done a great job with all the effort you've put into looking at this whole byod issue.*
*It was a very positive, informative presentation.*
*Spoke to J and C afterwards and chatted about a couple of things as well.*
*K  ( child), of course, very keen to hear my thoughts. I've told her that under the conditions that have been outlined I don't think I have too much of an issue and if she wants to take her device, as long as M (Dad) is ok with it as well, she could.*
*So you've brought me round!!!*
*Although the jury is out as to the impact of all this technology on this future generation in the long term.*

BYOD was implemented in term 3 2013.  All students were required to complete the Acceptable Use form correctly with their parent's agreement.  Before the students were permitted to bring their devices the team undertook a unit in digital citizenship and cyber safety. This unit included classes reaching agreement about where their devices would be stored, what their concerns were and why ( the impact)  and also what the consequences would be in the event of misdemeanours.  Students identified what the likely issues would be and what they considered to be a reasonable consequence.  These were collated from all the classes and a draft consequence sheet prepared for their consideration and feedback.  The consequence sheet was finalised.  (a copy of consequences attached Appendix 4)
The students felt strongly that everyone should be expected to be responsible and safe in their use of the online environment as this was simply being a respectful team player (PB4L).

A contributing factor to the smooth transition into BYOD and the involvement of the students in the implementation was the schools commitment to PB4L.  The general acceptance and expectation that we have positive behaviour at our school contributes significantly to how students respond to initiatives and changes. Over their time at school the students have input into the progressive development of expectations and consequences in the school. They know to ask….is it safe? Is it fair? Is it kind? this has allowed them to reflect on and own their behaviour and actions and it begins as a 5 year old new entrant.

The project is based on this understanding that we need to develop these skills, knowledge and values from the time they begin school to develop responsible and safe digital citizens.
Time has been spent exploring resources, reading, researching and reflecting on the need for this and how this might come about.  What is hoped is that this paper can act as resource for other schools to develop their own approach, based on input from their students, parents and staff to the development of digital citizenship over a child's time at school simply by seeing these as key competencies essential to their development and future participation in society.
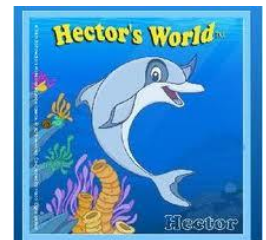
<u>What is digital citizenship?</u>

There are many definitions and there appears to be a movement away from the term digital citizenship to citizenship as well as the more "kid friendly" and more easily understood and acceptable term "**safe and responsible use."**
Digital Citizenship can be understood as the skills, knowledge, and values required to be an effective, ethical and safe user of ICT. NetSafe

"A digital citizen understands the rights and responsibilities of inhabiting cyberspace."

NetSafe defines a digital citizen as someone who:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity and ethical behaviour in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship.

*Findings*
Reading and research undertaken showed overwhelming support for the need to address digital citizenship, safe and responsible use, whichever term is preferred, in an ongoing integral way in the school environment as part of ongoing learning to ensure students are well equipped in the online environment regardless of the physical be it school, home or out and about.

*"Because Students have grown up in a society surrounded by digital technology, many teachers see their students as digital natives who already know everything there is to know about technology…. But the truth is, not all students are as technologically savvy as teacher might assume."*

*"Over the years, users of technology have come together to interact with one another, creating, in effect, a digital society…. (but) what are the appropriate behaviours in a digital society? How can an individual learn what is appropriate and what isn't?*
*Students need to understand the digital technology we currently use and will likely be using in the future…. ( they ) should ( be able to) explore the frontiers and respect limits of these technologies…. Recognize ( the technologies) possible effects on ( themselves) as well as others,…(and) evaluate how (they) have used them… the focus ….. should not just be on programs or technology itself, but also the appropriate use of technology: (it) should promote digital citizenship.  ( Ribble.M. and Bailey, G. (2007) Digital Citizenship in Schools. Cited in National Canadian Protocol for Collaboration for Basic Education, Common Curriculum Framework for Digital Citizenship for Schools ( draft) 2011. (page 5))*
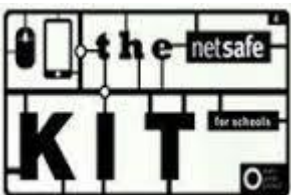
How students utilize highly connected mobile devises in an ongoing manner in their personal lives impacts significantly on their school lives. As their skills and knowledge increases and transfers to the school environment along with it comes the desire to be able to operate at this level with the same access at school. They do not see this activity as having boundaries. The learning value these technologies bring to educational contexts and now highly adaptable students, has forced, and now requires, changes to pedagogical approaches  within an increasingly global context. There are huge pressures to incorporate what are now contemporary technologies to enable communication and collaboration beyond the classroom, school and often country.  All of this puts huge demands on schools for funding, for infrastructure and also ways to manage this in an educative way.  The need to develop collaboration, communication, critical thinking skills and creativity are all key competencies required for students to develop over time.  The challenges brought about by new technology means schools must provide an environment which promotes confident, and safe and secure use of technologies and responsible behaviour in an increasingly unknown context simply due to the nature of progress.

The further implication of BYOD ( Bring your Own Device) means that students have access to the same device used at school, 24 hours a day, seven days a week bridging formalised learning with informal learning setting.  This ubiquitous learning means that learning can no longer be delineated as only occurring within school but multi-environmental and life-long.  This single platform for learning increases student connectivity, creativity and confidence. (Page 44 Alberta)
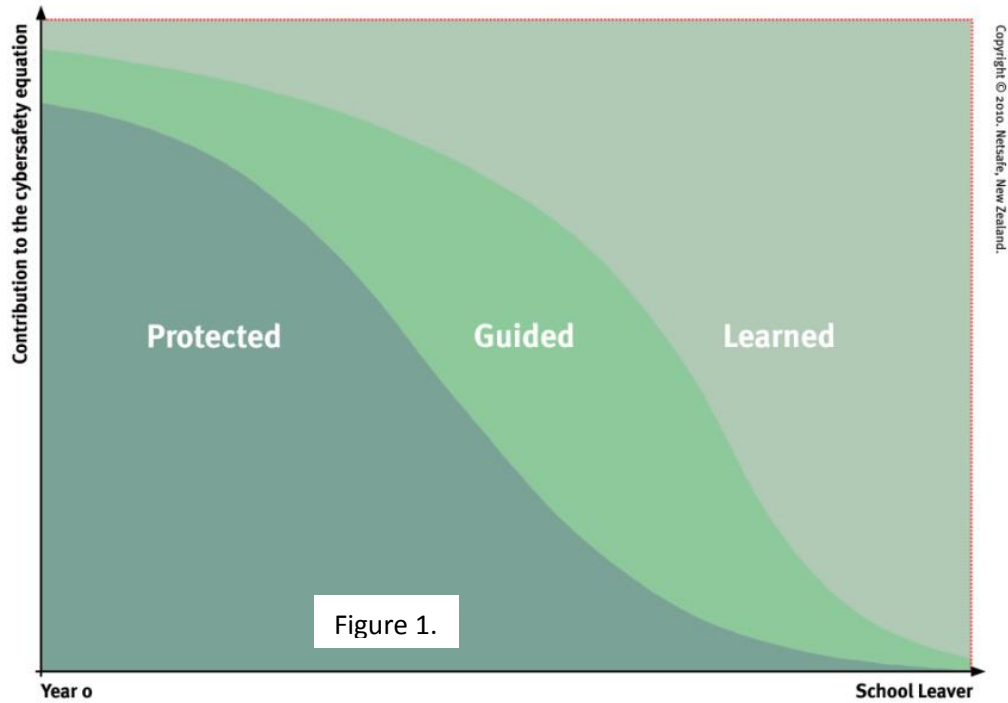
Developing Digital Citizenship – How to do it
It is no longer enough to prevent access to certain content or sites as this is neither empowering nor educative. Limiting access to digital technologies in educational context fails to serve students, given that in their other life, beyond the boundaries of school they continue to reside in pervasively connected, highly mobile digital environments. We need to develop and build the knowledge and skills to effectively manage challenge in cyberspace.  Students need to be guided to do this from the young child to the graduate so that they can participate fully, safely and responsibly in a digital society.

NetSafe has provided a development model to explain the necessary journey in developing digital citizenship.  The three components provide a student centred pathway from a  protected environment to a independent self-managing  stage.  Known as LGP Learn: Guide: and Protect, it

emphasises the need for teachers to develop their capability to act as an effective guide through students development of digital citizenship. *http://www.mylgp.org.nz/*



Figure 1.

The writer has used licence in Figure 2 to superimpose ( in red) the place of key competencies from New Zealand Curriculum following on from Te Whariki, upon the model.
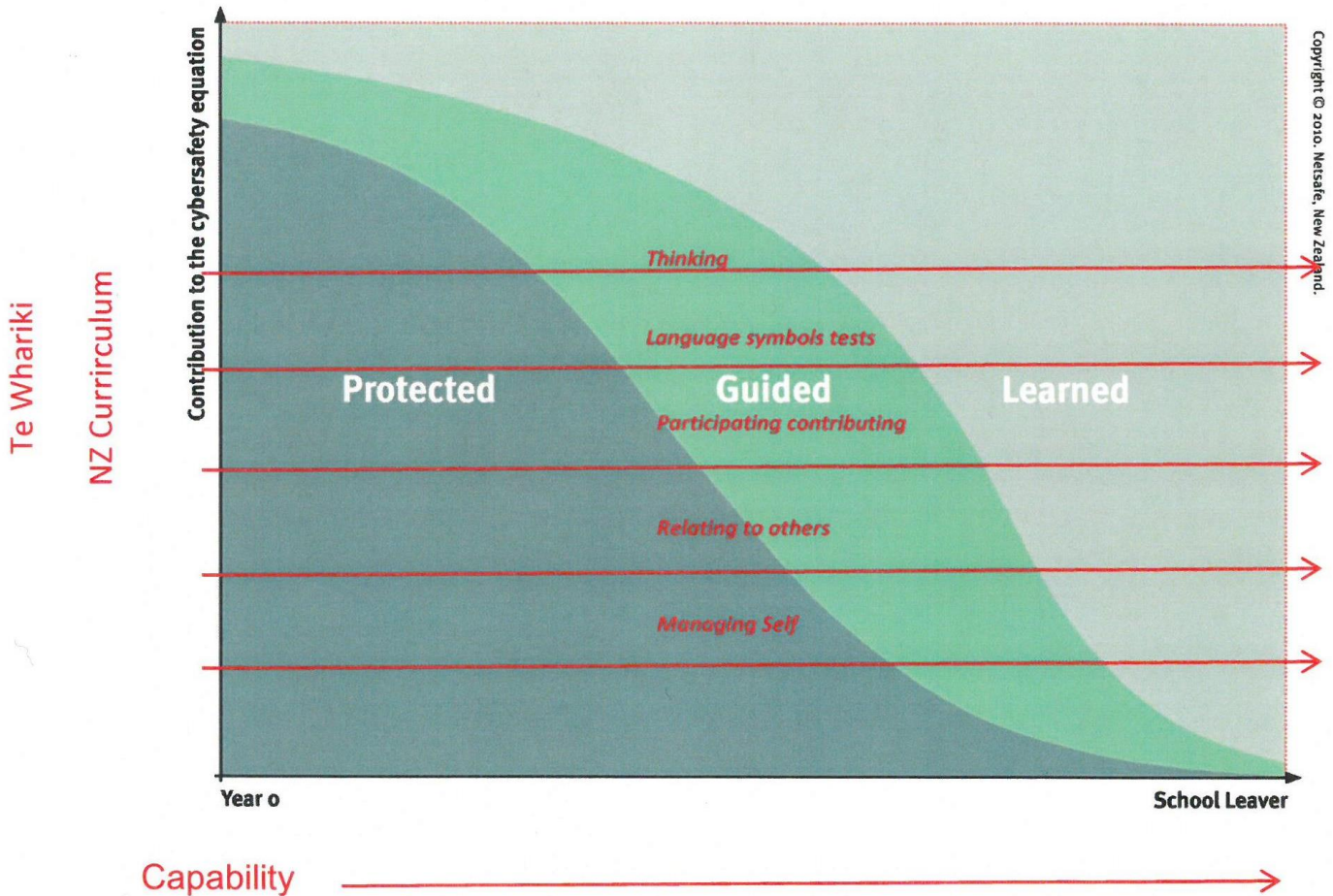
Figure 2.

Embedding concepts of digital citizenship and Cybersafety as key competencies throughout classroom programmes and the wider school context will enable young people to develop the capacity to make good choices online, choices that will allow them to be safe, empowered, caring and responsible when they are learning and interacting online in and out of school.
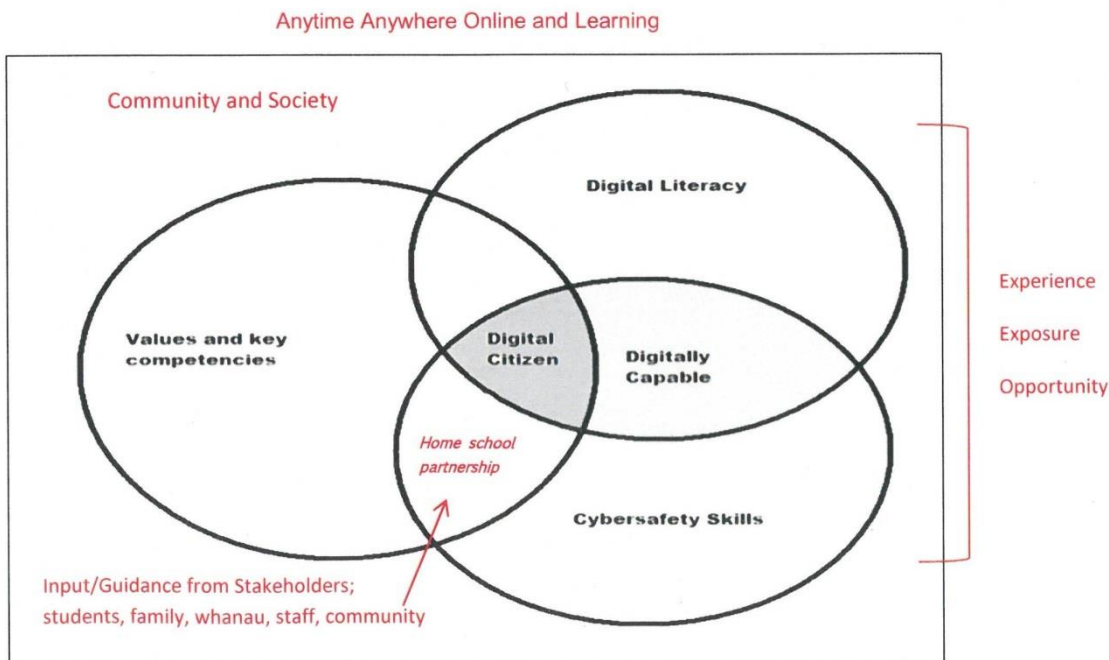
It appears that simply raising awareness of safety issues is not enough to lead to students to being able to responsibly self-manage, they must be afforded the opportunities within real contexts in their ongoing learning. Therefore ongoing contextual application in the classroom is needed to develop the values, skills, and competencies required for internet safety and digital citizenship to allow for transfer to all contexts.

In essence, students are more likely to learn successful strategies for dealing with the challenges that technology use presents, by using the technology themselves. Students learn by doing and in technologies case, using. They need to experience a range of strategies and exposures in a protected environment, to be able to get support from their peers and knowledgeable and informed teachers or adults so that they learn to resolve the issues as they come upon them . By being supported in this way they will gain independence and become self-managing.

If we want students to be able to use a social network, or blog successfully both in an educational context and beyond, then we should assist them to do so, not by telling them how to blog safely, but by showing them how to, and encouraging them to do so in a learning context. Mechanisms to assist this are now more readily available in the educational context for example KnowledgeNet, Moodle and Ultranet which can all, through their design, gradually increase the level of responsibly students get regarding their interactions from a totally secure, to a fully open environment.

The online environment offers a hugely unknown and foreign environment to many as information can be actively sought and passively received. Managing this content and communication raises huge issues for schools, institutions and of course parents, and with it comes a fear and sometimes paranoia.

Many schools have attempted to control what students are exposed to whilst in the school environment however this is not possible outside of the school environment. This provides a dilemma. Whilst we may keep students "safe" in the school context does content management really prepare students for the outside school context? The answer is clearly no. So ultimately we need to be preparing our students for all environments by developing in them safe practices, skills, attitudes and values to be responsible and safe citizens regardless of environment. This is a lifelong and wide process and for the best outcome it needs support from their parents, families and whanau. This is why all stakeholders input into this area is essential, the students, the staff, the parents and the community as we shape these attitudes and values to allow students to become fully self managing and responsible and safe citizens.



Stake Holder Input – students, family, whanau, staff and community



Stake holder input is essential for the success of any programme supporting the development of digital citizenship and Cybersafety, without it, learning may well be irrelevant and disconnected. Fundamental to this is the need for students to have input about their realities and issues accompanied by their family and whanau input. Schools need to develop an authentic understanding of the realities and challenges which students face in the use of the online environments they interact with. It is therefore essential that students are involved and consulted

about digital citizenship and online safety issues to allow them input about what they think is important.  This student voice, what kids think and know, is vital in understanding the needs of, and challenges faced by digital citizens in any school community.

By addressing student perspectives on digital technology issues schools can produce a culture where students feel they have been listened to and be more motivated to contribute positively to a culture that is collaboratively defined and accountable.

Parents, family, and whanau need to be informed about the opportunities and challenges that digital technology brings and know how to support their children to manage these. (page 34, Bullying Prevention and response MOE). Not only is this essential to allow them to support their children but also to keep them safe by  providing consistent guidance and positive role modelling at home, reflecting the skills and values being taught at school.  This will increase the chances of a positive outcome for students. To achieve this family and whanau's knowledge and opinion about digital citizenship and internet safety issues at school and at home should be actively sought and formally assessed.

Schools also need to provide leadership here by pro-actively communicating with their community around digital citizenship matters.  Schools can also assist parents  and whanau by giving them access to information and training.  Examples of this could be by promoting the use of parent specific learning resources like those provided by NetSafe, by hosting information evenings, provision of links to supporting websites in newsletters  on school websites.  Schools will have many innovative ways to support their community.  Ultimately the more information people have the better prepared they are to be supportive and proactive in working with online environments.

Staff input

As with any innovation, change or implementation within the school environment the success is largely dependent on staff buy in and input to the decision.  The difference in the area of technology is that development and use  is not solely happening at school and whilst individual staff members may be at various stages of engagement with technology themselves, students are likely to be well engaged and informed outside of school about the limitless possibilities of technologies use and particularly  for communicating.

Staff knowledge and understanding about the capabilities of digital technology and what students are able to do needs to be kept informed and live.  This can happen through formal professional, learning or by simply being aware of student activity and asking them about how things work. It does however need to be accompanied by clear understanding of the potential of misuse.  Being aware of the potential of misuse and risks can assist them in ensuring students are developing proactive and responsible on line behaviour.  If development of responsible use begins at an early age this behaviour will become an inherent part of key competency development over time developing responsible digital citizens and therefore minimise the likelihood of negative behaviour in the future.

*Teachers need to be familiar with what it means to be a successful digital citizen, and ensure that they are comfortable in providing support in these areas. Ensure that it is clear how digital citizenship values can be easily incorporated with the values and competencies of the NZC (NETSAFE)*

So what is the content? (see also Appendix 6)

The objective of a successful digital citizenship programme is to develop school leavers who are capable of managing their own online safety.

To develop successful digital citizens in the future we must cultivate online safety skills and digital citizenship values in the course of authentic, contextual learning in the classroom.  We are fortunate also that the values and competencies of digital citizenship and cybersafety can be

directly referenced to the NZ Curriculum.  This gives a clear mandate and obligation as digital technology advances in the future.

*Vision ( page 8 NZ Curriculum)*
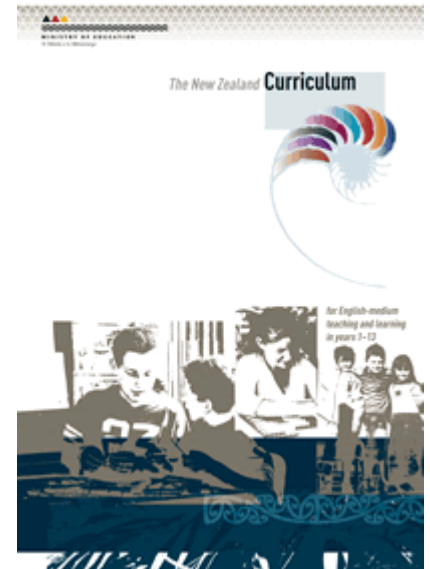*Seize the opportunities offered by new knowledge and technologies*
*Effective users of communication tools  (connected )*
*Active seekers users and creator of knowledge (Lifelong learners)*

*Health and Physical Education  – describe and use safe practices in a range of contexts and identify people who can help. – rights responsibilities and laws*

We want students to;

- *Learn effectively, safely and responsibly online*
- *Make Safe and responsible use of technologies*
- *Develop Digital literacy, critically evaluate, analysing information critically,*
- *Make decision's based on accurate and current information*
- *Make appropriate selection and  use*
- *Respect information sources and diverse perspectives, honouring intellectual property and privacy rights*
- *Communicate effectively, expressively and responsibly*
- *Be in a safe learning environment*

To achieve this effectively throughout a student's schooling class programmes need to reflect a progression of skills at the appropriate age for students based on their activity and engagement levels. Students will develop digital literacy and citizenship through experience. They therefor need access to technology that is similar to what they will experience outside of school or accessing.

The focus of digital literacy and citizenship initially focuses on providing a wide range of experiences and learning opportunities in an environment that offers them both reasonable protection and ongoing adult guidance. (see figure 2).  Alongside this is the ongoing development of key competencies and values which children and later young people need to develop to effectively and successfully utilise digital technologies in a safe and responsible way. There will be a progression where students are likely to be using a range of technologies often with specific instructions and close monitoring by adults.  This will evolve into a developing increase in independence and decrease in monitoring and guidance as also demonstrated in figure 2.

Following on from this initial stage of dependence an effective digital citizenship development programme will need to be responsive to the growing independence and increasing social awareness of students. It is anticipated that this will be at an earlier and earlier age as technology becomes such an integral part of our lives.  At all times the programme will build on the existing skills and knowledge of students. They will be exploring increasingly more complex online contexts, with reduced, and sometimes without, adult supervision.  The emphasis is now upon guidance rather than supervision within increasingly authentic learning experiences, developing independence and self-management. This is the time that schools and teachers will need to be very aware of the need to consider the provision of these authentic online learning opportunities and  the increasing likelihood of students' being exposed to risk. The choice of resources and contexts becomes crucial to the success of the learning.

How can this be achieved?
Direct classroom activity, in the form of programmes or 'teachable moments', provides an excellent opportunity for appropriate teaching and learning and therefore builds capacity and support for students' cybersafety and digital citizenship. Careful thought needs to be given to implementation and ensuring essential learning is covered at the appropriate age and stage for students. This will be determined largely by their actual experience and much of this may well be from out of school exposure. Establishing this is essential. This will be quickly identified as those with much exposure will be quick to show others how to do things and offer to help the teacher problem solve.

Included in the references and appendixes of this paper are examples of content, progressions and lessons which may be useful for teachers to expand upon in developing appropriate programmes for their students'. I cannot express strongly enough that the development of digital citizenship should begin when a child is first exposed to technology and in the school context from the time they begin school so that behaviour becomes an innate way of acting in the online environment regardless of context.

Implications
As well as having teachers committed to develop effective digital citizens school leadership  needs to be involved and take a leading role in supporting and seeking from students, staff and parents what the issues and needs are in the area of digital citizenship so there is input and ownership of future actions.  We need to be working together to develop strong and positive digital citizens. This needs to be a long term direction.

We need to provide active direction and guidance with students. With technology, we cannot assume that everyone knows what is appropriate and what is not… even when students are comfortable with technology and using technology they may not be using it appropriately.

We need to support our parents and whanau with parenting digital children and teenagers, if we don't we will continue to have issues which cross into school and foster negative online behaviour.

*And a few final notes… not to be ignored, but further explored*

A timely reminder for teachers
Teachers are vulnerable to the same issues faced by all others in our digital society, they are however under more scrutiny than most and need to be extremely aware of their online behaviour and activity, the boundaries that remain between parents and teachers and students and teachers and also about anything they personally place in the online environment particularly on the internet, social media, texting and email.  The New Zealand Teachers Council has provided advice in this area.

*http://www.teachersandsocialmedia.co.nz/*

Teacher's need to ensure they have;
- Clear boundaries for appropriate means and time for communication with students
- An awareness of every individuals growing online footprint and the associated risks

- A strong understanding of appropriate communication  between students and parents

*Bullying and digital Citizenship*
*Once a bullying comment, video, graphic or other harmful media element is released on the internet, the material is nearly impossible to retract as it may be copied into other repositories across the Internet. Consequently the victim may lack a vehicle for escaping a sense of being bullied ongoing, thus exacerbating psychological effects. It has potential to be there forever, 24/7.*

Bullying prevention and responses page 57
*From a prevention perspective, teachers can promote good digital citizenship by;*
- *Promoting safe and responsible use of technology in the classroom*
- *Developing 'class contracts' (writer would suggest school wide for consistency and monitoring reasons)with students that include appropriate behaviour online and on cell phones, including outside of school time*
- *Teaching students how to avoid making themselves vulnerable online for example, by not posting inappropriate photos of themselves*
- *Ensuring all students understand their school's ICT Use agreements*
- *Making sure parents and whanau are informed about cyberbullying.*

*This section then goes on to describe scenarios, frequently asked questions and what responses to situations could be. It is useful to teachers and parents.*

References

- Alberta. Alberta Education.  School Technology Branch.  Digital Citizenship Policy Development Guide – fantastic list of resources in Appendix (2011)

- Boyd, Danah, It's Complicated.   The Social Lives of Networked Teens. Yale University Press (2014)

- Ministry of Education, Bullying Prevention and Response: A Guide for Schools. 2014

- Ministry of Education, New Zealand Curriculum

- Ministry of Education, Te Whariki, New Zealand Early Childhood Curriculum

- *Netsafe New Zealand*

  *http://www.mylgp.org.nz/*

- *NetSafe New Zealand*
  *Staying Safe Online – Cybersafety tips from New Zealand's online Companies, 2014*
  This is a very well presented, succinct document with good advise for all, both students and adults, put together by companies and organisations people use every day; Google, Yahoo, Trade Me, Twitter, Facebook, YouTube, Microsoft

- Ribble, Mike,. Passport to Digital Citizenship,

http://www.digitalcitizenship.net/uploads/LL2008DCArt.pdf

- Ribble, Mike, Digital Citizenship Using Technology Appropriately
  http://www.digitalcitizenship.net

- *Teachers Council and Social Media*
  *http://www.teachersandsocialmedia.co.nz/*

Lesson support and development
Digital Citizenship resources, content for ages broken down

http://www.livebinders.com/play/play?present=true&id=149412

Digital Citizenship resources

http://www.livebinders.com/play/play - search digital citizenship resources

Digital Resources – mature students

http://www.thatsnotcool.com/

*National Canadian Protocol for Collaboration for Basic Education, Common Curriculum Framework for Digital Citizenship for Schools ( draft) 2011.*

http://www.digitalcitizenship.nsw.edu.au/

New South Wales government website that has resources to utilise online at home or school

*http://elearning.tki.org.nz/Teaching/Digital-citizenship*

*http://www.netsafe.org.nz/the-netsafe-kit-for-schools/*

*http://wikieducator.org/Digital_Citizenship*

*www.commonsensemedia.org/educators/scope-and-sequence*

Parents
*www.commonsensemedia.org/educators/parent-media-education*
*very useful resources and ideas to support parents and keep them onboard*

*https://safely.yahoo.com/blogs/expert-advice/good-digital-citizen-tips-teens-parents-115508480.html*

*http://www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens*

*http://www.bchigh.edu/ftpimages/225/download/Digital%20Citizenship%20tips%20for%20parents.pdf*

*http://www.reputation.com/reputationwatch/articles/top-five-tips-help-your-child-become-responsible-digital-citizen*

*And Finally …..*

The opportunity for this sabbatical has benefited  the writer  both professionally and personally.
It has provided the opportunity;
- for personal and professional refreshment, research, reading and reflection.
- to investigate, observe and discuss programmes and strategies being used by schools
- to develop an information base for the further development of policy and practice for our students.
- to visit a range of schools giving them the opportunity to discuss and evaluate what other schools are doing.
- to access and examine information with the hope of strengthening  the quality of leadership the writer can offer their staff and school in supporting at risk students in the school environment.
- Enabled the writer the opportunity to provide a basis for sharing valid information with local schools who have all expressed concern at the number of students being stood down and suspended in our local area., with the view to looking  at exploring possible support systems for these students within the school environment.

The writer is grateful that they were afforded this opportunity and recommend this practice as a way of supporting and  enhancing the education profession, it challenges the thinking of the individual engaged in the sabbatical as well those they undertake to work with, this is surely beneficial for all.

Vodafone ……

Appendix

1. BYOD Parent Survey
2. BYOD Acceptable Use Agreement
3. BYOD Guidelines
4. Students Examples of Consequences
5. What students need to know and understand
6. Examples of Content

Appendix 1

# BYOD Parent Survey

# Summary

A good response rate 47% was achieved with this survey, which indicates the level of interest and thought parents and caregivers have around online access.

The majority of children have access to a mobile computer device at home.
The most common devise is an ipod, followed by an ipad, although figures are not accurate.
Of those who returned the survey 59% said they would permit their child to bring a device to school and this increased with the age of the child. A similar number said they think students should have their own computing device.
Ipads were seen as the most popular choice to have at school with many reasons given.
The majority of students have access to broad band at home
A large group of parents/caregivers (60% of respondents) indicated they would attend an information session on this area.  This is a significant response in comparison to the past parent sessions.  Most would prefer an evening session.
Many parents  (72% of respondents) indicated they had concerns around the online environment and what the children were accessing, who they were interacting with and supervision in general was by far the largest concern.  Cost, safety of devices and the impact of increased use on engagement and social interaction featured strongly also.

1. Does your child have access to a mobile computing device in the home?
   E.g. ipod, ipad, cell phone (internet capable), tablet.

| LT1 | | LT2 | | LT3 | | LT4 | | total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 14 | 7 | 29 | 10 | 36 | 11 | 46 | 3 | 125 | 31 |

2. If so what type of device is it?  ( not fully completed by respondents in
   many cases, not reliable if you consider the above)

   Ipod            4+6+20+26= 56

   Ipad            1+6+13+15= 35

   Cell phone      6+6+10+9= 31

   Laptop          2+6+7+9=  25

   Computer        2+2+2+2= 8

   Tablet          3+3+2= 8

3. If the school revised its current policy to allow students to bring their own
   device (BYOD) to school, would you allow your child to bring one to school
   and use it?

| LT1 | | LT2 | | LT3 | | LT4 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 7 | 10 | 15 | 14 | 29 | 13 | 26 | 16 | 77 | 53 |

4. Do you think that students should have their own computing device?

| LT1 | | LT2 | | LT3 | | LT4 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 8 | 10 | 16 | 10 | 28 | 10 | 25 | 15 | 77 | 45 |

| Comment |
|---|
| Bullying might start, handwriting, maturity |

5. If we allowed students to bring a device to school which device do you think it should be?  Why?

   Ipad    49  Something robust, ipad or laptops easier to use sizewise, cost, affordable internet and apps, storage, access, size can't put in pocket and forget about it,

   Android tablet 24    compatibility

   Ipod         16

   Laptop         12

   Any school thinks 7

   Mac book 1

   Cell phone 0

Concerns Peer pressure, vandalism, breakages

6. Do you have access to broadband at home to allow quick access for research and home learning?

| LT1 | | LT2 | | LT3 | | LT4 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 16 | 5 | 33 | 3 | 39 | 2 | 47 | 9 | 135 | 19 |

7. Would you attend an information session on this whole topic?

| LT1 | | LT2 | | LT3 | | LT4 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 16 | 4 | 26 | 6 | 32 | 10 | 34 | 15 | 108 | 35 |

8. If you indicated you would attend an information session on this topic, when is best?   (circle)

| After school | Evening | Other |
|---|---|---|
| 27 | 72 | 3 |

9. Do you have any concerns about student safety online (cybersafety),  e.g. facebook, texting, email, other?

| LT1 | | LT2 | | LT3 | | LT4 | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| Y | N | Y | N | Y | N | Y | N | Y | N |
| 12 | 7 | 27 | 5 | 27 | 14 | 37 | 14 | 103 | 40 |

10. If you have concerns, what are they?

The following were themes of issues raised.

Bullying, cyberbullying, supervision, who they may be talking to online, broken, stolen, security, inappropriate exposure, peer pressure, privacy, texting, facebook, pop ups, predators, dodgy content, chatrooms, lack of interaction socially important interact face to face, unsocial, obsessions with sites, youtube clips, expense, distractions, haves and have-nots, parents not supervising, social media, more research skills needed, time wasting, dependence, hackers,

Tighter control on what is on memory sticks

## Waimataitai School

## BYOD Acceptable Use

BYOD = Bring Your Own Device

**BYOD Agreement Form and Protocol for the Use of Technology**
As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, Year7 and 8 students at Waimataitai School may now bring their own technology to school.

**Definition of "Technology"**
For purposes of BYOD, "Technology" means privately owned wireless and/or portable electronic handheld equipment that includes, portable internet devices, equipment including laptops, netbooks, tablets/slates and smartphones that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

**Internet**
Only the school wireless system may be accessed while at school from 9am until 12pm and then 12.40 until 3pm. Personal internet connective devices such as but not limited to cell phones / cell network adapters t-stick, modem, etc, are not permitted to be used to access outside internet sources at any time.

**Security and Damages**
Responsibility to keep the device secure rests with the individual owner. Waimataitai School, nor its staff or employees, is not liable for any device stolen or damaged at school. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal effects.  It is recommended that skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

**BYOD Waimataitai School Student Agreement**
The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school. When abused, privileges will be taken away. When respected, they will benefit the learning environment as a whole. Students and parents/guardians participating in BYOD must adhere to all Board policies, particularly Internet Acceptable Use and Internet Safety. Additionally, technology:
- Must be in silent mode while in school
- May only be used to access files on computer or internet sites which are relevant to the classroom curriculum.

**Students acknowledge that:**
The school's network filters will be applied to connections to the internet and attempts will not be made to bypass them.
- Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of Student Acceptable Use Policy.
- Processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of Student Acceptable Use Policy.
- Waimataitai School has the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- The school has the right to inspect files on any device bought into school and as part of a school activity, irrespective of if it has been the cause of a problem/ attack / virus (This covers devices that may contain objectionable material obtained offsite and stored on the Student Owned Device)
- It is the owner's responsibility for the repair of any malfunctioning / damaged devices. Waimataitai School does not supply technical services for student owned devices.
- Personal technology is fully charged prior to bringing it to school and runs off its own battery while at school. Charging your device will be available on a limited basis only and is at the discretion of the classroom teacher.
- Any student who wishes to bring a device into school will need to arrange a time with the school office to get their device set up.

Further details regarding BYOD at Waimataitai School can be found on the BYOD page on our website
www.waimataitai.school.nz

*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

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## BYOD Agreement Between Waimataitai School and

_____

Please review and sign the BYOD agreement between parents and students. No student will be permitted to use personal technology devices unless the agreement is signed and returned.

Students and parents participating in BYOD must adhere to the Waimataitai School Student Code of conduct, as well as all Board policies, particularly Internet Acceptable User Policy and Internet Safety Policy. *Please read carefully and students initial every statement:*

| | |
|---|---|
| | Students take full responsibility for their devices and insurance for the device also. The school is not responsible for the security of personal technology. Personal devices cannot be left at school before or after school hours. |
| | When devices are not in use they will be stored in the appropriate place, the school holds no responsibility any loss or damage which might occur. |
| | Devices will only be used under adult supervision, when adults are present |
| | Devices cannot be used during assessments, unless otherwise directed by a teacher. |
| | Students must immediately comply with teachers' requests to shut down devices or close the screen. Devices must be in silent mode and put away when asked by teachers. |
| | Students must protect the privacy of others and never post private information about another. Students are not permitted to transmit or post photographic images/videos of any person from school on public and/or social networking sites.  Nor are they to take photos of students in uniform or onsite, or at a school activity without the express permission of the individual. |
| | Personal devices must be charged prior to bringing them to school and run off their own batteries while at school. Charging will be available on a limited basis and is up to teacher discretion. |
| | To ensure appropriate network filters, students will only use the BYOD wireless connection only in school and will not attempt to bypass the network restrictions by using 3G or 4G network. |
| | Students understand that bringing devices on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the Acceptable Use policy and will result in disciplinary actions. The school has the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection. |
| | The school has the right to inspect files on any device bought on campus irrespective of if it has been the cause of a problem / attack / virus (This covers devices that may contain objectionable material obtained offsite and stored on the Student Owned Device) |
| | It is the owner's responsibility for the repair of any malfunctioning / damaged devices. Waimataitai School does not supply technical services for student owned devices. |
| | Devices brought to school are for the individuals use, any sharing is at their discretion |

| My Device has the ability to | HIGHLY RECOMMENDED | |
|---|---|---|
| ☐ Word process | ☐ Produce a presentation (Keynote/Powerpoint) | ☐ Record my work (Imovie, video, show-me) |

If the rules and expectations are abused then the privilege of use of personal devices at school may be taken away.

I understand and will abide by the above policy and guidelines. I further understand that any violation is unethical and may result in the loss of my technology privileges as well as other disciplinary action.

| Student Name | | Student Signature | | Date | |
|---|---|---|---|---|---|

I have discussed the scenarios, potential problems and responsible use of the internet.
I will contact the school if there is anything here I do not understand.  If there is a situation that concerns me, I will contact either the school or Netsafe   www.netsafe.org.nz

| Parent Name | | Parent Signature | | Date | |
|---|---|---|---|---|---|

*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

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**Device Inventory for**
**Students are allowed a maximum of two devices**
If the student will be participating in BYOD, please check all devices that apply.

☐ iPad      ☐ iTouch      ☐ iPhone      ☐ MackBook

☐ Laptop      ☐ Netbook      ☐ Notebook

☐ Smartphone      Type _____

☐ Tablet      Type _____

Printed Student Name _____

Signature of Student _____   Date _____

Printed Parent Name _____

Signature of Parent _____   Date _____

*Office Use:*

| Student Login | |
|---|---|
| MAC Address of device | |
| Serial Number of device | |
| | |
| MAC Address of device | |
| Serial Number of device | |

*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

# Waimataitai School

## BYOD Bring your Own Device

### WHY??

Digital Technologies are the way of the world now and in the future. We will not go back 'solely' to the printed book. Video, sound, digital, through and off the Web, is how information is and will be created, distributed and used.

We live in an ever changing world where schools are not the only source of learning. Our students are using digital devices outside of school to communicate and learn. We would now like to see those devices being used in school to further enhance their learning.

It is imperative that we allow our students to learn through the technologies which are part of their present and future lives.

Student performance and voice in the use of BYOD will be monitored through feedback from the student council , circle time and from time to time in selected groups.

We have had desktop computers in each class. Over time we added groups of laptops to each team. This meant that the computer could go to wherever the learning was happening.

More recently we have added a number of ipads to teams as these give increased flexibility at a cost efficient price. They have the added advantage of running applications (apps) that support learning. An increasing number of apps encourage students to use creativity in their learning and challenge students to combine a range of skills and thinking to process and present information and learning. These apps engage and motivate the students and allow for presentation impact.

We are now keen to move closer to a position where all students have access to a mobile learning device to support their learning.

On our website we are putting information for you related to our developments, including frequently asked questions with answers.

The Internet, virtual learning spaces, blogs and ultranet will be part of our learning landscape that will evolve over time in our school

The school will continue to provide a strong fibre backbone, switches, servers and wireless deployment suitable to the needs of the BYOD initiative.

The school will maintain computers, PCs, laptops, ipads as is affordable.

- We are not going to insist that a student has to bring their own device to school
- This development will take place at a sensible pace
- No child will be disadvantaged because they don't bring a device to school
- We will have a number of devices at school so that all children will be able to access mobile devices to support their learning

1

- We are happy to discuss any points with parents so that there is an understanding of this initiative
- The greater use of mobile devices does NOT mean that reading, writing and maths is viewed as less important. In fact the opposite applies, as the devices motivate the children to engage in their learning and the apps we use require children to be story boarding, to be writing scripts, to write to convey a powerful message, and much more. We can show you this when we demonstrate the apps to you. The apps encourage children to think in different ways and not merely to regurgitate information.
- Access to the school network is restricted to school time.

### SO WHERE TO NEXT...

We are not saying that everyone has to have a device. We are saying that if a student has a device then they may bring it along to school and use it to aid their learning. Where the use of such technology is a course requirement the technology will be provided by the school.

### Research

Noeline Wright's ( University of Waikato) literature review looking at e-learning and implications for New Zealand School's highlights the following benefits of e-learning afforded by access to internet capable devices;

- provide motivation and engagement
- greater independence and personalised learning
- improved critical thinking and development of multi-literacies
- greater access to information resources and experts
- greater opportunities for collaboration in wide contexts, including international ones.

### The Practicalities – How this will work

1. Parents, student and school sign agreement
2. Student brings device to office – (set-up logged to be undertaken)
3. Devices will only be set up once per week to make this manageable for those doing the set up.
4. **Each device has its own smart password** set up at school. (this allows for monitoring of use and identifying any issues)
5. Students will only be able to access the wireless network from **9am until 12pm, then 12.40 until 3pm. Devices will not be permitted out of class during breaks.**

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## Bring Your Own Devices (BYOD)

### FAQ Frequently Asked Questions

1. **How useful and effective is it going to be in the classroom?**
   Access to this form of technology is another tool for learning, and it is not going to go away, but at present there is still a need for pen and paper for the draft/rough stuff). These devices will not replace pen and paper at present but may well in the future. There will still be lots of times when students can expect to be using pen and paper in the classroom. What these devices do is open up a whole new way of supporting learning and in some cases provide greater and more successful access than in the past.

2. **Will my child be disadvantaged if I cannot afford to buy into the BYOD scheme?**
   No. The school will provide a range of devices that all students can use at various times of their learning. These will range from ipads, laptops and classroom computers.

3. **Security of the devices at school, is it ok?**
   Each class will determine where and how the devices will be stored and kept safe at school at breaks and lunch times. However the school will still not be liable for an individual's property for loss or damage. This is the individual's own concern. During the rest of the time students will be responsible for the device.

4. **Is downloading safe?**
   Students when at school will have a maximum download capacity of 50MB. This will not allow for students to download significant apps / or programmes. Students will need to download apps and other resources at home.

5. **I am worried about what my child might be accessing and who they are interacting with, how can you reassure me?**
   Devices will only be used when students are being supervised by their teacher, no child is permitted on the internet unless a staff member is present. Teachers do check, monitor and rove. Your child will have to have agreed to operating within the school agreement. We also have a filter in place to prevent inappropriate material coming into the school.

6. **What are the parental expectations for monitoring download / safe images etc?**
   It will be an expectation that parents are responsible for the downloaded apps and images on individual student devices.

7. **Will my child have to share their device?**
   No. The device is the child's own and it will not be expected to be lent to other students during the day. However this choice is ultimately up to them.

8. **What ensures the safety of searches?**
   Watchdog safety searches what the school subscribes to. This protection is still in place through the wireless network that the students will be connected to.

9. **Who is responsible for Updating of apps,?**
   It will be the student / parental responsibility to ensure the device is updated and ready for use. The school will not be responsible for updating or fixing of the device.

10. **Which is best ? ipad vs ipod vs tablet vs ...**
    The ipad and tablet in general have a bigger screened version of the ipod. The ipod comes at around $260 for a 8GB device and an ipad around $560 for a 16GB device. However there are some apps that an ipad and tablet can use that an ipod can not. There are many similar android apps for tablets and netbooks.

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11. **How do you compare a device that simply surfs the web compared to those with apps to support learning?**
    A device that surfs the web can do a lot. A device that has apps that supports learning can offer more to the student.

12. **If I have more than one child at school how do we share / provide for one each?**
    This is a question that parents will need to consider for each family situation. It would be unrealistic to think that each child in a family had their own device.

13. **Which are the best apps to support learning?**
    New apps are being discovered and developed all the time and this will be the way of the future . We will provide updates about what we think may be appropriate or useful.

14. **Insurance who's responsible?**
    It will be the parent's responsibility for insurance, the same way it is for bringing a bike / scooter etc to school. If you are not sure you will need to check with your individual insurance policy.

15. **How often will the device be used?**
    This will vary depending on the lesson and the teacher. However we hope that your student will be using it whenever possible to support learning.

16. **What happens with problem solving re hardware/software issues? Will the school technician at school do this / or teachers ? Who pays?**
    It will be the parent's responsibility to look after hardware problems etc. As you can appreciate as a school this would be simply too hard and too time consuming to look after all devices.

### Questions for teacher/parent/student discussion

#### What can you do?

- You found the car picture you were searching for, but on top of it was a naked lady!
- Someone keeps messaging nasty and upsetting comments about you and/or your friends on your mobile phone and/or online.
- A person you have met online asks you to give them your full name and phone number and suggests you meet.
  What if you have chatted with them for a long time?
- You are sent a message which has been forwarded by someone else. It has embarrassing comments/image about someone you know.
- A game online will only let you play it if you give your name, address, phone number, date of birth, etc.
- In an online space/chat someone suggests you all exclude or block someone you know.
- Your friend has an online profile not set to private. You can see their personal details and photos. Other people you know are in the photos.
- A friend tells you about a great site where there is 'free' music to download.

(Adapted from Department of Education, Victoria, Australia)

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## THE AGREEMENT

**About the agreement between your child/ you and the school**

**When I use technology, both at school and at home I have responsibilities and rules to follow**
Waimataitai School sees the education of safe and ethical digital citizens as essential in the lives of its students and as a partnership between home and school. 21st century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who 'do the right thing' by themselves and others online, particularly when 'no one is watching'.

Safe and ethical behaviour online is explicitly taught at our school, and it is anticipated these behaviours will be reinforced by parents/caregivers when students use the internet at home. It is important to note that some online activities are illegal and as such will be reported to the police. This includes harassment of others, publishing inappropriate images, etc.

**Behave in a way outlined in the school's Digital Citizenship Contract**
The schools' Digital Citizenship Contract is not only the rules of the school but also the desired behaviours and values our school community believe are important for all of the students at our school.

**Not giving out personal details or details of other students including full names, telephone numbers, addresses and images, and protecting password details**
Students can be approached, groomed, and bullied online. They love to publish information about themselves and their friends in spaces like Facebook, Bebo, Club Penguin, etc.
We recommend that they:
* don't use their own name, but develop an online name and use avatars where available
* don't share personal details including images of themselves or their friends online
* password protect any spaces or accounts they have and never share that password with anyone
* don't allow anyone they don't know to join their chat or collaborative space, and use the block feature
* are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) – once it is published they have lost control of it.

**Being respectful online and not participating in online bullying or hurtful behaviour**
The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone's face. Not all altercations are bullying, but unacceptable behaviours need to be addressed.
* Being online can make students feel that they are anonymous (however online interactions can be traced).
* The space or chat they use in leisure time might have explicit language and they will feel they have to be part of it.
* Often the online environment has very few adults.
* Participation in bullying or hurtful actions can take many forms in the online world. Forwarding the messages, telling others where to go and see any published images, content which has been deliberately posted to humiliate another person is all part of how someone can participate and contribute to the hurt or bullying of another person.

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*are feeling uncomfortable or threatened online. If you have any concerns about this agreement or internet safety contact your school or visit http://www.netsafe.org.nz*

* Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that these behaviours are discussed as separate from the technologies.
A good test to say to a child is – *"would your Mum or Dad like what you wrote? Would I like what you wrote, Was it kind? Was it true? Was it right?"*

**Not bringing or downloading unauthorised programs, including games, to the school or running them on school computers**
The school connects all of the computers through a network. The introduction of unknown **games** or files could introduce viruses and these put all of the school's equipment and student work at risk. This also applies to wireless connection to the network.

**Not go looking for rude or offensive sites**
Filters block a lot of inappropriate content but they are not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, the student's internet access will be reviewed.

**Using the internet and mobile technology at school to learn**
It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

**Remembering the content on the web is someone else's property and students need to get permission before using information or pictures**
All music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it. When accessing material from a website it is important to respect any copyright there may be on that material.
By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember, if an offer is too good to be true, the chances are it is!

**Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions**
Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enables students to locate, evaluate and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information but it is important that your child uses their own thoughts and language to express what they have learned. If helping with homework, ask open-ended questions. 'Tell me about kiwis' might encourage your child to copy and paste facts and images etc. about the kiwi, but asking the question 'What would a day in the life of a kiwi be like?' encourages the student to think about different aspects of the animals life and draw together the different pieces of information they might have discovered.

**Talk to my teacher or another adult if I need help or see something I don't like online etc.**
The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.
*Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and/or parent/caregiver when they*

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Cyber Safety, Digital Citizenship and Support

*The school recognises the need to support students and their families in terms of the behavioural and technical management of the devices in class and in the home.*

*A comprehensive programme of responsible use, cyber-citizenship and digital literacy will be in place in every classroom.*

*To support parents and caregivers of our community the school will provide information that supports parents' understanding of how we use technology in teaching.*

**"A digital citizen accepts and understands the rights and responsibilities of inhabiting 'cyberspace', including online safety."**

* is a confident and capable user of information and communication technology (ICT)
* uses ICTs to participate in educational, cultural, and economic activities
* uses and develops critical thinking skills in cyberspace
* is literate in the language, symbols, and texts of ICTs
* is aware of ICT challenges and can manage them effectively
* uses ICT to relate to others in positive, meaningful ways
* demonstrates honesty and integrity and ethical behaviour in their use of ICTs
* respects the concepts of privacy and freedom of speech in a digital world
* contributes and actively promotes the values of digital citizenship.

| Andrew Churches summarises the six tenets of citizenship: |
| --- |
| 1. Respect yourself |
| 2. Protect yourself |
| 3. Respect others |
| 4. Protect others |
| 5. Respect intellectual property |
| 6. Protect intellectual property |

**Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and/or parent/caregiver when they are feeling uncomfortable or threatened online. If you have any concerns regarding internet safety please contact the school or visit http://www.netsafe.org.nz– Advice for parents/caregivers keeping safe at home**



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## SUPPORT FOR PARENTS AT HOME

**Please keep this as a resource to use at home**
At school the internet is used to support learning and teaching. At home, however, it is often used differently. Not only is it a learning resource for students, but it is increasingly being used as a social space to meet, play and chat. The internet can be lots of fun.
If you have the internet at home, **encourage your child to show you what they are doing online.**

Bullying, stranger danger, gossip, telling the wrong people personal information about yourself have long been issues for young people growing up. These are all behaviours which are now present online. These are not 'virtual' issues. They are real and can harm and hurt.

**At home we recommend you:**
- make some time to sit with your child to find out how they are using the internet and who else is involved in any online activities
- ask your child to give you a tour of their 'space' if they are using a site that allows them to chat, publish photos, play games etc
- always get your child to set the space to 'Private' if they use a social networking site like MySpace, Bebo, Facebook, etc. They are then in control of who contacts them and can access their information. They can block out anyone at anytime
- have the computer with internet access in a shared place in the house – not your child's bedroom
- negotiate appropriate times for your child's online activities and use of mobile phones/ipods/ipads etc...
- ask questions when your child shows you what they are doing, e.g.:
  - How does it work and how do you set it up?
  - Can you block out people?
  - Who else is sharing this space or game?
  - Did you know them before or did you 'meet' them online?
  - What do you know about them?
  - Why is this so enjoyable? What makes it fun?
  - Can you see any risks or dangers in the activity?
  - What would you say to warn/inform a younger person who was going to start to use the space?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you?
  - Discuss why your child might keep it to themselves.
- Many students say they will not tell an adult they are in trouble or ask for help because:
  - they might get the blame for any incident
  - they don't think adults 'get' their online stuff – it is for students only
  - they might put at risk their own access to technology by:
    - admitting to a mistake
    - highlighting a situation that might lead a parent to ban their access. (Even to protect them)

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*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

## Devices – Which one?
### Choosing the right device
If you are considering buying a device for your child the following considerations are important for the school environment;

- Battery life - ideally the battery should last for 5-6 hours to be able to get through a school day without recharging
- Weight should be light enough to be carried around all day – anything more than 1.5 kg including the case may be too heavy.
- RAM should be 2G or more or programmes will be slower to run CPU (central processing unit) faster is usually better, but may also reduce battery life
- Hard Disk Drive should be at least 8GB. Some newer devices may feature SSD drives, which are faster, lighter and more reliable and give longer battery life, because they have no moving parts but they can be more expensive
- Robustness – your device should be strong enough to survive a fall onto a hard surface
- Insurance- While we take care to protect students property, we cannot accept responsibility for devices lost or stolen, so make sure it is covered for these possibilities. Accidental damage insurance may also be available if desired.
- Warranty – minimum warranty is one year but you may want to consider upgrading this to a 2 to 3 year warranty. Devices can be used to access the internet, to search for information, to send emails, to use as a camera, as a video recorder and player, as a music recorder and player, a voice recorder. Apps allow for them to become a dictionary, a movie maker, an animator, a list maker, a word processor, a presentation maker and tool, a game machine, a calendar, a record of contacts, a book reader, a clock, a torch, a star map, a satellite tracker, a mini metal detector, a decibel reader, an earth map, a compass, a laser tape measure, a calculator, even a reader of QR codes (the little square maze like barcode now appearing everywhere even in the supermarkets!)
- Although a number of children already own devices, many are not realising the potential for supporting their learning. They are so much more than a game machine or a music player.
- ipods cost around $260 and ipads around $579 depending on where and when they are purchased. There are only very minimal advantages in bulk buying these devices, the best buys are when large companies create a one off special across NZ.
- The great majority of apps for ipods and ipads that we would use at school are either free, or cost $1-3 dollars. The cost of apps is kept so low because the developers sell millions of apps world wide
- Visit www.waimataitai.school.nz and click on BYOD for further info. This will be regularly updated

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*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

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## CARING FOR A DEVICE

### Record the serial number
With so many iPods/ipads in the school, the easiest way of tracking them is through the serial number. You can find this by tapping Settings > General > About.

Record this number and keep it in a safe place.

We are happy to engrave your iPod / iPad at school for you or alternatively you can take the iPod / iPad to a local engraver to have their child's name permanently etched onto the back of the device.

### Find My Ipod / Ipad
This handy app is a built-in app, one that is preloaded on your device. It works for the iPhone, the iPod Touch, the iPad, Mac or PC.

### Passcode Lock
You can protect your iPod by using a Passcode Lock. This is a four-digit code that must be entered before the iPod will unlock.

Tap Settings > General > Passcode Lock, then enter and confirm a four-digit code.

Once this is done, select Require Passcode *Immediately* as shorter times are more secure.

### Restrictions
We recommend using Restrictions to help protect your child from questionable content. For example, parents can restrict explicit music from being seen on playlists, or turn off YouTube access entirely. Tap Settings > General > Restrictions, tap Enable Restrictions, then enter and confirm a four-digit code.

Your child should keep this code secret.

Once this is done you have the option to switch on or off these features: Safari, YouTube, iTunes, Installing Apps and Location. Installing Apps is something we believe should be done at home, with parent and child talking and working together. A typical before and after Restrictions screen for a student at Berkley (aged 10 to 14 years) is shown:

Before: Default Settings
After: Suitable for Use in School

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*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

## The ratings for Apps (Applications) are as follows, taken directly from iTunes:

- 4+  Applications in this category contain no objectionable material.

- 9+  Applications in this category may contain mild or infrequent occurrences of cartoon, fantasy or realistic violence, and infrequent or mild mature, suggestive, or horror-themed content which may not be suitable for children under the age of 9.

- 12+  Applications in this category may also contain infrequent mild language, frequent or intense cartoon, fantasy or realistic violence, and mild or infrequent mature or suggestive themes, and simulated gambling which may not be suitable for children under the age of 12.

- 17+  You must be at least 17 years old to purchase this application. Applications in this category may also contain frequent and intense offensive language; frequent and intense cartoon, fantasy or realistic violence; and frequent and intense mature, horror, and suggestive themes; plus sexual content, nudity, alcohol, tobacco, and drugs which may not be suitable for children under the age of 17.

While technological parental controls have their place, communication between parent and child remains the most effective tool available.

### Itunes Account
The iTunes Store has a 13+ age restriction for account holders. **We strongly recommend parents keep their iTunes account password confidential.** Some accounts have been set up using a credit card. Telling your child the iTunes account password is the same as giving him or her your credit card and pin number. You should also make sure you sign out of your account. You can do this quickly and easily by tapping Settings > Store.

### ANDROID APPS
You can easily install Android apps (software applications) on your mobile device, whether they are free apps or "paid" apps that charge a fee. You'll find most apps at the Android Market (an app itself). You need a Google account to access apps in the Android Market. Google accounts are easy to set up and are at no cost.

#### Installing Android apps
If you come across a free app that you want to install on your Android device, tap the Install button that appears at the top of the app's description page. A new page appears, which lists your device's services that the app can access.

The image on the right in the following figure shows that the Facebook app can access a device's system tools, Internet access, stored personal information, and account information. If you're okay with all this, tap the OK button and the app will install. If not, tap the back button and go find another app.

Before you can access the Android Market, you first have to link your device to a Google account — even if all you want to do is install only free apps. If your device isn't already linked to a Google account and you try to launch the Android Market app, a page appears that will walk you through linking your device or creating a new Google account. To create a Google account, you need to provide your first and last names and pick a username and password.

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*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

**Purchasing Android apps**

If you want to purchase a paid app, tap the Buy button that appears at the top of the app's description page . If the app accesses any services on your device, you'll next see a page informing you what the app will have access to (refer to the preceding figure). Tap OK on this page and the next page you see is the Google Checkout page, as shown in the following figure.

If your payment information isn't already in Google Checkout, enter it from this page. If your payment info is already in Google Checkout, then as soon as you tap the Buy Now button, you authorize the purchase and the app will be downloaded and installed to your device.

Glossary of terms used:
Apps - Applications that can be downloaded onto individual devices
BYOD - Bring Your Own Devices
P.D. - Professional Development

Elearning – electronic learning
ICT - Information Communication Technology
Windows – Windows is the predominant operating system in our school
Apple IOS - Apple operating system
Cloud based - Internet service for having documents online
Watchdog - Provides filter access to internet at Waimataitai
Wireless network - Provides the internet from a wireless solution, *Thinkwise* in our case

**Avatar** is something used to represent you in an online environment. This is usually in the form of a small picture.



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*Whaia te iti kahurangi* – STRIVING FOR EXCELLENCE

Examples of student consequences

## Room 14 BYOD Consequences

. Caught texting, emailing or messaging = 1 month ban on bringing device.

. Device in wrong place e.g. bag, desk, or playground = 1 week.

. If caught cyber bullying = banned rest of year and goes to Miss Culhane.

. Caught on inappropriate websites = 3-5 weeks depending on severity.

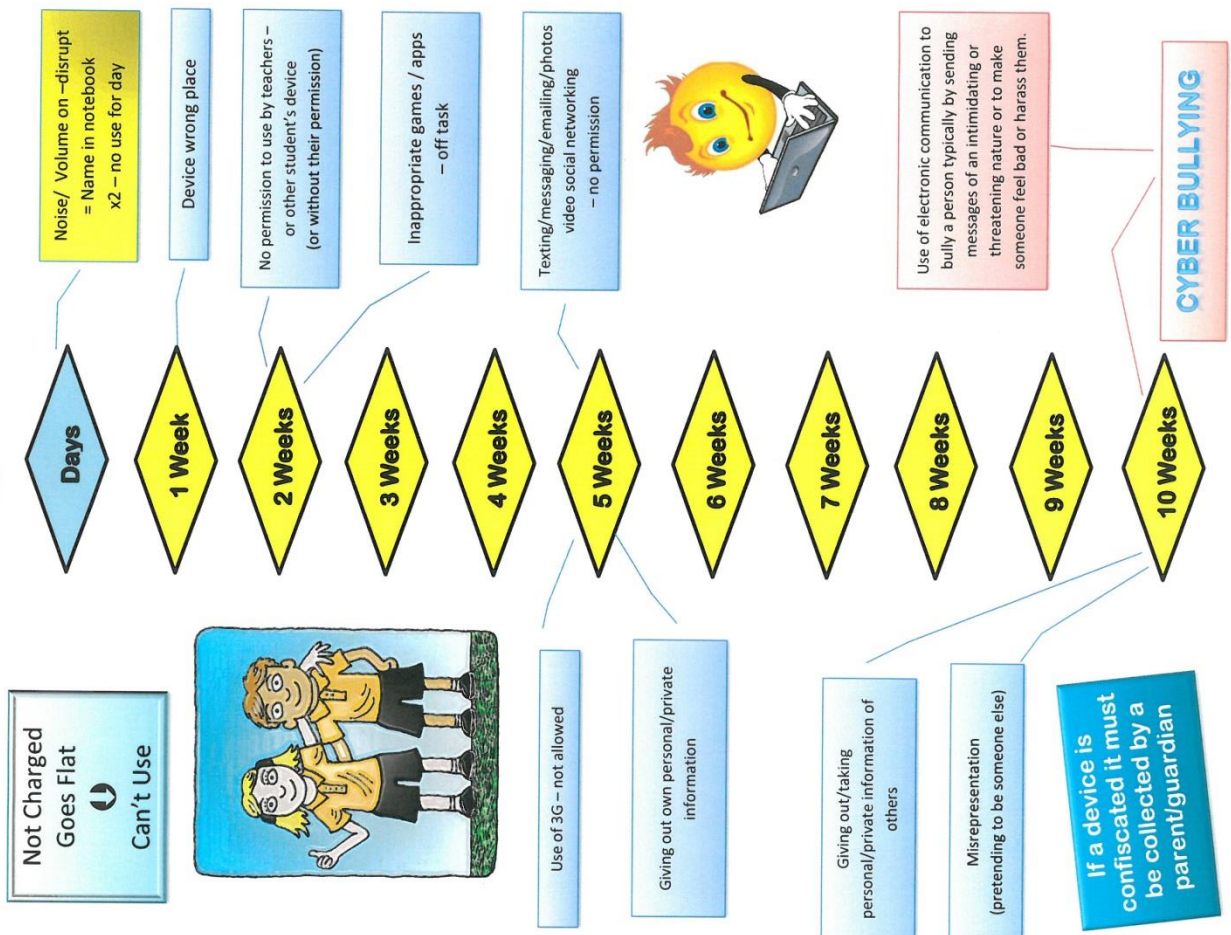. Caught using device without teachers permission = half a term.

## ROOM 11 BYOD AGREEMENT

o Devises must be in the cupboard before 9am if not devise is confiscated for the day.
o If you are on your devise without permission it is confiscated for 2 weeks.
o If you are playing apps (games) that you do not have permission to be on your devise is confiscated for 4 weeks.
o If you are on programmes/ apps (snap chat, facebook etc) that are band at school including 3G your devise goes to Miss Culhane and you are not allowed to bring you devise for a minimum of 1 term.

## Room 13 BYOD.C

➢ Device in Box before 9am or LOST for the day.
➢ If found on games when not supposed to be. Device must stay at home for a week.
➢ If found on games again device goes to Miss Culhane for a week. Parent to collect.

### MISUSE OF TECHNOLOGY CONSEQUENCES

Noise/ Volume on –disrupt = Name in notebook x2 – no use for day — **Days**

Device wrong place — **1 Week**

No permission to use by teachers – or other student's device (or without their permission) — **2 Weeks**

Inappropriate games / apps – off task — **3 Weeks**

Texting/messaging/emailing/photos video social networking – no permission — **5 Weeks**

Use of electronic communication to bully a person typically by sending messages of an intimidating or threatening nature or to make someone feel bad or harass them. — **CYBER BULLYING** — **10 Weeks**

**4 Weeks** **6 Weeks** **7 Weeks** **8 Weeks** **9 Weeks**

Not Charged Goes Flat ↻ Can't Use

Use of 3G – not allowed

Giving out own personal/private information

Giving out/taking personal/private information of others

Misrepresentation (pretending to be someone else)

If a device is confiscated it must be collected by a parent/guardian

**What Students need to learn, know and understand**

Andrew Churches   UNDERSTANDINGS THAT NEED TO BE ESTABLISHED

Digital identities – as we communicate, create and collaborate on line worlds progressively building a digital identify. This remains public across many years, whether positive or negative at school or beyond. We need to guide youth to build digital identities that serve them well for the future.

Privacy – the nature of privacy is changing – any act in public has the potent to become a part of the internet's digital store.

Digital etiquette  – standards of conduct within digital contexts.

Digital law – if it is illegal offline it is illegal online including plagiarism, copyright, theft of identity, material , hacking harm, not protecting information and not indicating ownership/rights.

Safety – bullying – anywhere/anytime, permanence,  once posted  and access to a global audience.

Digital security risks..   protection of data and information and it's correct use

Digital health and wellness  .. ensuring that health and wellness is considered in the frequency and duration of use of technologies

**Respect and Protect Yourself: Digital Well-being**

• Digital Security: Electronic precautions for self-protection

• Digital Rights and Responsibilities: Freedoms extended to those in a digital world

• Digital Health and Wellness: Physical and Psychological well-being in a digital world

**Respect Yourself and Protect Others: Digital Interactions Educate yourself / Connect with others**

• Digital Communications: Electronic exchange of information

• Digital Etiquette: Standards of conduct or procedures online

• Digital Access: Full electronic participation in society

**Respect and Protect Intellectual Property and other Property: Digital Preparedness  Protect yourself and protect others** Digital Law: Responsibility for actions and deeds using electronics

- Digital Literacy: Process of teaching and learning about technology and the use of technology
- Digital Commerce: Online buying and selling of goods
  *Digital Citizenship policy development guide ( page 37)*

We need to remember the following factors;

- Persistence ( what is posted remains indefinitely)
- Search ability ( easy to find using common search terms)
- Replicability ( one can copy and paste the information into new contexts)
- Invisible audiences – (we have minimal control over public and private messaging)

Appendix 6

**BeFoRe YoU**

# tHinK

**t** = is it tRUe?

**H** = is it HelpFUl?

**i** = is it inspiRinG?

**n** = is it necessaRY?

**k** = is it kinD?

## NETSAFE

An initiative called "The Digital citizenship Project" has put together a framework for teaching digital citizenship skills in the classroom. The framework draws on a definition of successful digital citizenship from NetSafe's learn guide protect framework, married with the idea of age appropriate skills and values, into a matrix of units to help guide teachers who want to formalise a programme of study around digital citizenship. The project is being assembled on wikieducator, and you can view its progress here   http://wikieducator.org/Digital_Citizenship One of the aims of the project is to develop a self- paced learning tool for students, to give them access to effective guidance at any time, to support their development as successful digital citizens.

Netsafe now provides a series of online surveys to help evaluate and establish what the next steps in development should be.  **Netsafe.org.nz/the-kit**

**DIGITAL LITERACY AND CITIZENSHIP CURRICULUM – Standards Alignment Chart**

Commonsense Media    https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/

**K-2**

| | |
|---|---|
| Going Places Safely | A-B-C Searching |
| Keep It Private | Sites I Like |
| My Creative Work | Powerful Passwords |
| Sending Email | My Online Community |
| Staying Safe Online | Things for Sale |
| Follow the Digital Trail | Show Respect Online |
| Screen Out the Mean | Writing Good Emails |
| Using Keywords | |

**Grades 3-5**

| | |
|---|---|
| Rings of Responsibility | You've Won a Prize! |
| Private & Personal | How to Cite a Site |
| Information | Picture Perfect |
| The Power of Words | Talking Safely Online |
| The Key to Keywords | Super Digital Citizen |
| Whose Is It, Anyway? | Privacy Rules |
| Strong Passwords | What's Cyberbullying? |
| Digital Citizenship Pledge | Selling Stereotypes |

**Grades 6-8**

Digital Life 101

Strategic Searching

Scams & Schemes

Cyberbullying: Be Upstanding

A Creator's Rights

My Media

A Creator's Responsibilities

Safe Online Talk

Which Me Should I Be?

Gender Stereotypes Online

Trillion Dollar Footprint

Identifying High-Quality Sites

Reality of Digital Drama

Cyberbullying: Crossing the Line

Rework, Reuse, Remix

**GRADES 9-12**

Digital Life 102

Oops! I Broadcast It on

the Internet

Copyrights and Wrongs

Feeling On Display

Turn Down the Dial on

Cyberbullying and Online Cruelty

My Online Code

Who Are You Online?

Building Community Online

Overexposed:

Sexting and Relationships

Risky Online Relationships

Rights, Remixes, and Respect

Taking Perspectives

on Cyberbullying

What's the Big Deal About

Internet Privacy?

Becoming a Web Celeb

College Bound

Private Today, Public Tomorrow

Does It Matter Who Has Your Data?

Breaking Down Hate Speech

Retouching Reality

Collective Intelligence

Learning Team 4

# Creating digital citizens

| | Outcome | Lesson sequence |
|---|---|---|
| | | • Key words on board. Discuss what they all have in common (e.g. school, home, sports field), what context can they be applied to.<br>• Using the words as a class define what digital citizenship is.<br>• Create a T chart. 1 side = rights, 1 side = responsibilities of using ICT at home / school |
| | Know and be able to explain the schools internet agreement | • Set up class expectations around using devices in the class setting.<br>• Where they will be kept<br>• When they will be used.<br>• Sign. Read over school agreement. Discuss.<br>• Allocate children 1 bullet point in the agreement – what does it mean / look like<br>• Discuss importance of complying by the agreement.<br>• Brainstorm possible ways that students may break the ICT agreement.<br>Use a problem / solution / outcome chart to record consequences<br>• Scenario A new student has arrived at school. In 45 seconds you have to explain to them about our school ICT agreement, and why we have it |
| Cyber safety | Understand how to create a secure password | • Discuss what is essential in creating a secure password – letters/characters/symbols<br>• Show examples of good and bad passwords. Justify why they are good/bad |
| Cyber safety | Know what to do if they are being cyber bullied<br><br>Do not accept cyber bullying- protect self and friends by reporting abuse and using blocking tools | • Jigsaw- students in groups. Each group given cut up jigsaw of what to do if….., put together, read. Students given a 'problem chart' complete info and share back to class. Create class book of info<br>• Writing – complete a passage of writing from someone being cyber bullied/ mum of person being cyber bullied/ friend of person being cyber bullied / bully |
| Cyber safety | Use privacy settings on social networking sites<br>Keeping personal information private | • Discuss what privacy setting are.<br>• List what info can be shared on the internet.<br>• In pairs negotiate what is vital, very important and important to be kept private on the internet<br>• Discuss what private is<br>• Search for googles privacy policy (on home page at bottom). Discuss it<br>   - Do you mind that sites collect your information?<br>   - Does it make a difference what kind of info?<br>   - What do you get in return for giving away your info? Is it worth it?<br>• Discuss vocab on sheet. Cookies / third party/ privacy options<br>• Complete assessment sheet |
| Cyber safety | Ensure that people on contacts list on social networking site are those you know – block others | • Have a discussion around this.<br>• Positives / negatives of having people we are unsure of<br>• Why do we block people? |

| | | |
|---|---|---|
| | Know that communications are not private and can remain in cyber space forever, even after being deleted | watch video ' the digital footprint' <br><br> Complete 'trillion dollar footprint activity' about game show. Students to work on groups and read online profile of job applicants to see who they would hire. <br><br> Complete 'footprint' of what you would want people to view of you in years to come <br><br> <u>Senario</u>: case study – Jimmy |
| | Understand what safe online talk is | • Brainstorm what 'safe online talk' would be about <br> • Discuss 'Internet safety tips'. record <br> • Share the red light, yellow light and green light definitions. <br> • Students in groups read through stories and decide which light is most appropriate. Record, justify and share back to class. <br> • <u>Complete same as above with 'online talk' ( assessment)</u> |
| <u>Cyber citizen</u> | • Understand and explain the concept of copyright <br> • Give credit to an information source by citing and referencing | • What is the purpose of copyright? <br> • If we didn't have copyright, would we still have creative work? Why or why not? <br> • What's the difference between owning a song and owning a car? <br> • Give your own definition of plagiarism. <br> • Discuss with students that copying someone else's text is just the same, and it's called plagiarism. <br> It is ok, to reuse and build on their ideas when we credit where they came from. Using techniques such as note taking, summarising and referencing makes this easier. <br> • credit the creator; <br> • provide the title of the work; <br> • provide the URL where the work is hosted <br> <u>Discussion</u> <br> • Practise with a known text e.g. a fairy tale |
| | Verify accuracy on the internet through at least 3 different sources. What is a reliable source/website? | Talk to kids about how anyone can publish on the internet. That is why its important to critique work. <br><br> • Discuss what reliable means? <br><br> • What would something not be reliable? <br><br> • Why would it be bias? <br><br> • Whose responsibility is it to make sure the information is correct? <br><br> • Discuss criteria for 'identifying high quality sites' look you websites and complete check <br><br> • Create your own mnemonic that helps you to remember how to assess the credibility of a website. <br> Make it into a poem, a song, a recipe... <br><br> Create a poster, or piece for the school website, to display near the places people do online research that reminds them about checking the credibility of a website. |

| Show respect when connecting with the world as a global learner. Understand that people from other cultures may have different ideas from ours | • Make a T chart recording what 'good' and 'bad' behaviour may look like over the internet<br>• Share examples of when class members have shared 'bad etiquette' over the internet.<br>• |
|---|---|

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**Grades 3-5**

| | |
|---|---|
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| Private & Personal | How to Cite a Site |
| Information | Picture Perfect |
| The Power of Words | Talking Safely Online |
| The Key to Keywords | Super Digital Citizen |
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**Grades 6-8**

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Identifying High-Quality Sites

Reality of Digital Drama

Cyberbullying: Crossing the Line

Rework, Reuse, Remix

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Oops! I Broadcast It on

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Copyrights and Wrongs

Feeling On Display

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Cyberbullying and Online Cruelty

My Online Code

Who Are You Online?

Building Community Online

Overexposed:

Sexting and Relationships

Risky Online Relationships

Rights, Remixes, and Respect

Taking Perspectives

on Cyberbullying

What's the Big Deal About

Internet Privacy?

Becoming a Web Celeb

College Bound

Private Today, Public Tomorrow

Does It Matter Who Has Your Data?

Breaking Down Hate Speech

Retouching Reality

Collective Intelligence

Digital Citizenship can be understood as the skills, knowledge, and values required to be an effective, ethical and safe user of ICT. NetSafe

"A digital citizen understands the rights and responsibilities of inhabiting cyberspace."

NetSafe defines a digital citizen as someone who:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity and ethical behaviour in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship.

Respect myself. I will select online names that are appropriate, I will consider the goodness of information and images that I post online.

Respect others. I will not use technologies to bully or tease other people.

| | skills and complexity builds over time and progressively → | | | |
|---|---|---|---|---|
| | **Years 0-2** | **Years 3-4** | **Years 5-6** | **Years 7-8** |
| **Citizenship** | Relate to others online in appropriate ways, <br><br> Kind words and good manners online <br><br> Make appropriate comments on line <br><br> Be respectful online <br><br> Use good manners <br><br> Know how to be good digital citizen , know what the expectations are  and ask is it safe is it fair is it kind? | Be respectful when communicating online, use appropriate language <br><br> Tell where you got your information from or if you borrowed someone's work. <br><br> State  that words, ideas, music and images belong to their creator. <br><br> State that authors and illustrators own their works. <br><br> Only use good and appropriate words when searching. <br><br> Only write kind and respectful comments about other people's work. | Know that many social networking sites are restricted to people 13 yrs and older. <br> Always tell the truth about your age, there is a reason for this. <br><br> Know that copying text, images or artwork from the web may break copyright laws. <br><br> You need to check if you can use or borrow what belongs to others.  Be honest if it is not yours <br><br> Write down the author and title of anything you used but didnot create. <br><br> Understand that some email and other seemingly important messages   are hoaxes and that virus can be sent via email attachments , banners and popups. <br><br> Remember not everything you read is true, if you are unsure don't use it or ask for help. <br><br> Do not reply to, forward, a spam text or an email message from someone unknown to you <br><br> Choose appropriate language when writing/commenting online. <br><br> Treat other people and their ideas with respect. <br> If you don't like the conversation or what is being said get and tell someone, don't say something your mother wouldn't like just because others are or want you to. <br><br> Anyone can write anything on the internet – know how to verify information. Find out whether what is said can be checked up to see if it is right. | Know and be able to explain the school's internet agreement <br><br> Understand and be able to explain the concept of copyright <br><br> Give credit to an information source by citing and referencing sources. <br><br> Verify accuracy of information on the internet through at least 3 sources – what is a reliable source/website? <br><br> Show respect when connecting with the world as global learners, understanding that people from other cultures may have different ideas from ours. <br><br> Develop appropriate communication policies and protocols <br><br> Know appropriate ways of expressing their own views and their comments about others, <br><br> Know that the audience may be wider and quite different to the one they anticipated when comment was written <br><br> Know that discussion can become informal and possibly inappropriate – <br> Know what times of the day when communication expected and advisable <br><br> Understand the nature of the internet as a commercial business. <br><br> Know that we have a growing online footprint and the associated risks |

→

skills and complexity builds over time and progressively

| | Years 0-2 | Years 3-4 | Years 5-6 | Years 7-8 |
|---|---|---|---|---|
| **Health and Safety** | Clean hands, keep food and drink away from devices.<br><br>Carry devices carefully and put them back where they belong when they are not being used so we know where it is.<br><br>Only use your name, initials or a nick name on line.<br><br>Know what to do if you see something that makes you feel uncomfortable or is not right<br><br>Only play games or use apps that your teacher or family have said are ok.<br><br>Know you need to take a break from using devices and get some exercise. | Use your first name, initials or nick name and an avatar instead if a photo when online.<br><br>Keep your password safe by not sharing it with anyone but your parents.<br><br>Know that people online may not be who they appear to be<br><br>Be aware that photos and words posted or sent on the internet can stay in cyberspace even when you have deleted them.<br><br>Report anything to an adult if feel uncomfortable or unsafe<br><br>Follow the internet safety rules provided by your parents and teacher .<br><br>Know you need to taker regular breaks from being online and it is good to keep devices out of the bedroom.<br><br>Know how we can find a device | Create an avatar for online use.<br><br>Understand how to create a secure password- change password if others find out what it is.<br><br>If someone is bullying you do not respond or reply, keep all examples of bullying and report to an adult<br><br>Let someone know if chatrooms have been bullying<br><br>Have idea on how to get out of a chat room yo don't like.  Using I statements.<br><br>Never meet anyone you have only met on the internet.<br><br>Know how to block cellphone calls/messages from unwanted users<br><br>Don't reply to and delete emails from people unknown to you.<br><br>Know that webcam and uploaded photos can be recorded, copied and shared.<br><br>Remember if you send something through the internet it can be grabbed and kept and copied.<br><br>Know that viruses can be downloaded when you visit websites or open email attachments.<br>Know that too much time on devices can affect your health in lots of ways. | Understand how to create secure password- have different types of passwords for different levels of security e.g school documents/ online games<br><br>Use the Privacy settings on your social networking sites<br>.<br>Ensure that people in your contact lists on social networking sites are those that you know – block those that are unknown to you.<br><br>Keep your cellphone number private – placing it on your social networking site or giving it to someone unknown to you  in the real world can be dangerous.<br><br>Use shortcuts (altF4) etc.) to close popups – clicking on popup, even to close it, can trigger a response.<br><br>Know your comments are not private and can remain in cyberspace even after deleted.<br><br>Do not accept cyber bullying  - protect yourself and friends by reporting abuse and using blocking tools on social media.<br><br>Getting out of a chat group |