Mobile Device Policy and Advice to Schools
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**MOBILE DEVICES**  
December 2012
Introduction

Scope
This document is designed to clarify the Diocesan Schools System policy and processes for schools considering the use of mobile devices. It seeks to inform and guide schools through the issues associated with the application of this technology. For the purposes of this policy a "Mobile Device" refers to a tablet style computer using mobile operating system (e.g. iOS or Android). It does not refer to laptops, netbooks or ultra-books which use a desktop operating system such as Windows or OSX.

A trial was undertaken in Broken Bay in three primary schools over two terms in 2012. This has helped frame the information presented in this document.

Context
The technological age of the 21st century has been strongly shaped by rapid developments in digital technology innovations and application. These developments have radically changed the technology landscape for users allowing ubiquitous access to the Internet through a proliferation of smaller and "smarter" hand held multi-purpose devices such as phones and tablets. There are two main classes of mobile devices. These are Apple's iOS class devices and devices that use Google's Android OS. Microsoft has also recently released a new device called the Surface.

These devices are enormously popular with adults and children with significant numbers of Australian schools identifying the tablet type devices, particularly the iPad, as a valuable classroom resource. A school decision to use mobile tablet style devices requires careful thought and preparation to ensure desired learning outcomes are achieved. Schools also need to understand the various practical, cost and support implications.

Before addressing these practical issues the decision to investigate tablet devices for students must be first framed in terms of the learning outcomes for students.
Educational Synopsis

The following is an educational and technical synopsis of the tablet trial in three Broken Bay primary schools: Asquith (Apple iPad); Freshwater (Apple iPad); Berowra Heights (Samsung Galaxy). Research and experience in Sydney and Parramatta Dioceses in the use of tablet devices also informs the synopsis and advice.

Educationally both tablet devices were considered useful in the K-6 setting as they integrate most of the tools students use in this setting.

Apple iPad Trial - Asquith

30 iPads from Apple were loaned for two Year 5 classes over six weeks with one class having enough for 1:1 tablet usage by students, the other Year 5 class used a combination of the remaining iPads plus existing iPads and MacBook’s resulting also in 1:1 device usage.

It was observed that the iPads were useful learning tools that can be effectively used for research, communication and collaboration, publishing and design. In the context of this trial they enabled students to engage with virtual learning environments and the creation of new knowledge as evidenced in student learning products. A celebration of the learning was held in Week 8 of Term 3 with parents, teachers and members of the local community invited to attend the evening. A small collection of student work samples may be viewed at: http://innovationiclt.weebly.com/ipad-trial---asquith.html (Password: dbb123)

Student motivation and engagement in learning was observed to increase significantly during the use of the iPads. Feedback from parents through a survey tool and on the “Celebration Night” supported this observation. Students responses to their learning during the iPad trial was captured on a student blog: http://year5collaborate.edublogs.org

Considerations

The Year 5 teachers engaged in the trial had prior technological/pedagogical capability and were confident in the use of the devices. There was external expertise provided through an Apple Australia educator as well as availability of CSO ICLT Education Officers.

Quality Teaching (see Broken Bay Pedagogy Initiative) was one of the evaluative lenses applied to the trial. Comment has already been made on engagement so it is likely that the QT Dimensions of Quality Learning Environment and Significance were enhanced by this experience. While the potential of the iPad devices to increase the Intellectual Quality of the pedagogy was evident, it was believed that a more sustained engagement with the devices, longer than six weeks, and with wider use of applications would be needed. Aligned with careful technological/pedagogical design by teachers it would then be quite feasible to raise the intellectual quality of the teaching/learning experience.

Given the wireless connectivity enabled at Asquith for the iPad trial, Year 5 students using the iPads commented on the ease of internet access.
Samsung Galaxy Trial – Berowra Heights

Thirty Samsung Galaxy 2 Tablet devices from Samsung were loaned to a Year 3 class at a 1:1 ratio as well as a number of Learning Support students over an eight week period. It was observed that the Galaxy has a large set of useful learning tools that can be effectively used for research, communication and collaboration, publishing and design. In the context of this trial they enabled students to engage with virtual learning environments and the creation of new knowledge as evidenced in student learning products.

The ability to install Flash on these devices enabled the class and Learning Support students to also trial Mathletics, ABC Reading Eggs (spelling program) and ABC Reading Eggspress (reading and comprehension program) on mobile devices. This also enables every student to access other Flash based online learning resources including Scootle and Learning Federation resources and learning objects related to the Australian Curriculum. It would be possible to run other Flash based subscription materials, eg Studyladder.

A celebration of the learning was held in Week 3 of Term 4 with parents, teachers and members of the local community invited to attend the evening. Samples of student work and responses from students and parents are available online at [http://www.dbbiclonline.com/samsung-galaxy.html](http://www.dbbiclonline.com/samsung-galaxy.html)

Student motivation and engagement in learning was observed to increase significantly with the use of the Galaxy devices. Feedback from students was that they could work at their own pace and create higher work. Feedback from parents through a survey tool and on the “Celebration Night” supported this observation.

Considerations

The Year 3 students and teacher engaged in the trial had no prior experience in using Android based devices. However, due to the similar nature of the Android Apps operating similar to Microsoft Office and Apple Apps students quickly became confident in the use of the devices. There was external expertise provided through a Samsung Australia educator as well as availability of a CSO ICLT Education Officer. Should schools wish to purchase these devices an online training program will be provided.

The Galaxy connects directly to a PC via the supplied USB cable which enables the device to directly transfer files between the device and student LAN access.

Quality Teaching (see Broken Bay Pedagogy Initiative) was one of the evaluative lenses applied to the trial. Comment has already been made on engagement so it is likely that the QT Dimensions of Quality Learning Environment and Significance were enhanced by this experience. The potential of the Galaxy devices to increase the Intellectual Quality of the pedagogy is very evident with careful technological/pedagogical design by teachers. It is quite feasible to raise the intellectual quality of the teaching/learning experience for students whether the device is used in a 1:1 or a 1 to many classroom situation.

Given the wireless connectivity enabled at Berowra Heights for the trial, all users commented on the ability to instantly start using the device rather than waiting for logging on and off and synchronizing files as experienced when using desktop or laptop computers.
The Importance of Learning Design

The following diagram provides an example of how ICLT tools generally (not just mobile devices) can be integrated into a learning design format.

The Learning Design format is based on a “backward design” approach where learning intentions and desired results are identified in Stage 1; Stage 2 involves the identification of evidence of learning; Stage 3 planning learning and teaching.

<table>
<thead>
<tr>
<th>Stage 1: Identify learning intentions and desired results</th>
<th>Stage 2: Evidence of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using syllabus outcomes, identify desired results, include whole school SIP goal (eg: writing): what should students know, understand and be able to do? what big ideas are worthy of understanding? (eg: content standards, curriculum objectives); what enduring understandings are desired? What provocative questions will drive student inquiry in these big ideas? <strong>Knowing “my class”: how will learning intentions be informed by individuals’ learning needs and existing knowledge?</strong> PL</td>
<td>How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand the identified big ideas? What will we expect as proficiency? How will we cater for diversity among students in evidence of learning? What evidence of learning will give a more complete picture of the student as a learner outside of standardized tests? (eg: a portfolio of performance including e portfolio). PL</td>
</tr>
<tr>
<td><strong>What are my own professional learning requirements in light of these learning Intentions?</strong></td>
<td><strong>What are my own professional learning requirements in identifying evidence of learning?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3: Plan learning &amp; teaching</th>
<th>Stage 3: Plan learning &amp; teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the learning intentions: how will we design learning experiences that meet the learning needs of individuals:</td>
<td>Pre-assess for prior knowledge and misconceptions; co-construct criteria of successful learning and proficiency;</td>
</tr>
<tr>
<td>- With high <strong>Intellectual Quality</strong> involving thinking &amp; working creatively exploring, experimenting, researching and creating new knowledge</td>
<td></td>
</tr>
<tr>
<td>- Situated within <strong>Quality Learning Environments</strong> that are: Flexible, innovative, collaborative</td>
<td></td>
</tr>
<tr>
<td>- Significant to the learner and his/her world reflected in opportunities for students” to design, publish and communicate their learning in digital format. PL</td>
<td>teaching &amp; learning for understanding</td>
</tr>
<tr>
<td></td>
<td>- acquire knowledge &amp; skills</td>
</tr>
<tr>
<td></td>
<td>- make meaning of big ideas; teachers engage the learners and guide their inquiry into complex problems, texts, projects</td>
</tr>
<tr>
<td></td>
<td>- transfer learning autonomously to new situations: make connections;</td>
</tr>
<tr>
<td><strong>Engaging in the contemporary world:</strong> Diverse perspectives; understanding social, cultural, religious contexts; interacting &amp; contributing to the local community, service learning. PL</td>
<td><strong>What are my own professional learning requirements in matching the right learning tool to the pedagogical strategy?</strong></td>
</tr>
<tr>
<td></td>
<td>- what is the range of ICLT tools available? What is my confidence in the selection, integration of an ICLT tool into a pedagogical strategy?</td>
</tr>
</tbody>
</table>

For example: Student tracking

For example: Multi-media, digital cameras, tablets

For example: Survey tools

For example: Laptop, digital portfolio

For example: tablets, laptops, IWB
Professional Learning Implications (Stages 1, 2 and 3 of Learning Design)

1. Priority Professional Learning should align to the SIP goals to improve teacher capability in pedagogical content knowledge.

2. A parallel Professional Learning strategy would also be needed in supporting teachers in the integration of ICLT into the Learning Design (technological / pedagogical content knowledge).

Mobile Devices Professional Learning (2013)

An online course on mobile devices will be available from Term 1, 2013. The online course consists of six modules and will be registered with the Institute of Teachers. The course will be geared to both the Apple iPad and Samsung Galaxy. The course will be sourced from the Sydney CEO Online Course with further additions from Broken Bay. An important outcome for the course will be to point teachers to a core set of applications with sound educational value.

In addition, Cluster based face to face professional learning workshops will be planned in different schools using mobile devices applied to specific SIP priorities. These school sites will provide an open classroom approach to visiting teachers showing the integration of the devices into the learning design.
Changes to the DSS Architecture

These new style of devices are consumer devices which cannot be managed in the same way that desktops and laptops are currently managed. To ensure the security of the existing system ICLT Services has implemented additional capabilities to ensure that these devices don’t have a negative impact on schools’ existing services.

The organisation’s wireless infrastructure has been modified to allow these devices to be used. As a result a segregated mobile device wireless network has been established. This ensures that these devices are able to have access to the appropriate internet resources. In addition security has been enhanced to ensure that only authorised and registered devices can connect. This overcomes a significant issue that currently exists where unauthorised devices can be joined to the wireless network.

To maximize the opportunities to use tablet devices, ICLT Services has designed the technical infrastructure to support most types of mobile devices that can work with filtered Internet access.

To ensure that students are protected from inappropriate material and so that their Internet use can be monitored, the content filtering system and rules that apply to existing student computers will also apply to mobile devices.

It is important for schools to understand that these devices will not be supported in the same way that the current laptop and desktop fleets are. If schools take up these devices they will have responsibility for maintaining, updating, installing applications, maintaining licensing and supporting the day to day operation of the devices.

ICLT Services (including field technicians) will only be responsible for the following:

- Purchase of devices
- Management of wireless infrastructure
- Managing access to mobile device wireless
- Assessment of new devices
- Management of filtering rules on behalf of schools

Key Points

- Tablets are unmanaged devices
- A new mobile device wireless network has been set up
- Only approved devices will be connected
- Laptops will not be connected to this network
- Access to the internet will be filtered
- Schools will be responsible for maintaining, licensing and day-to-day support
- ICLT Services will provide limited support for these devices
Wireless LAN Set up for Schools in 2013 Summary

From the start of the 2013 school year there will be potentially three different wireless setups across schools.

1. The existing wireless network **CSOBrokenBayDioceseN** will remain the main system. All machines connected to this network are remotely managed by ICLT Services. Devices connecting to this network are your present laptops/desktops. Each time they connect to the wireless they authenticate that the user is a registered Broken Bay member. Work performed on these machines is normally synchronised to the local school server. Software updates and new installs are done remotely onto these machines. Teachers are filtered through Ironport and students through Z-Scaler.

2. The new **Mobile Device Wireless** system only authenticates that the device has been registered by ICLT Services as a known device. There is no authentication of the user, only the device, and no backup of data nor installation of new Apps can be performed by ICLT Services. The mobile device is filtered through the student filtering system Z-Scaler. This means that a school cannot unblock sites for teachers without unblocking these same sites for students.

3. The **DBBGuest network** will have a limited bandwidth which runs back through the Caroline Chisholm Centre. It is basically designed to give guest users short term access for their device. It is filtered by Z-Scaler at the CSO. Schools will be able to issue short term access via a school provided username and password.
Advice to Schools

Costs
It is important for schools to understand the total costs of introducing and supporting tablet type devices.

Network
These devices rely on wireless only. An important factor in considering these devices is the capacity of the wireless infrastructure in places where schools expect to use them. This needs to be assessed and remediated as required. The other impact is that these devices interact mostly with the Internet and therefore use more bandwidth overtime. This may have an impact on bandwidth available for other uses.

Device Selection
At present the device selection will be limited to the two different models which have been trialed and are currently endorsed for use in schools.

IPAD 2 Tablet 16GB Wireless only (IOS)
http://store.apple.com/......

Samsung Galaxy 10.2 16 GB Wireless only (Android)
http://www.samsung.com/......

Wireless only devices have been chosen to ensure that access to the internet only occurs through the DSS filtered internet connection. Devices with 3G or 4G Services have unfiltered and unmonitored access to the internet. Also they incur extra and higher charges for internet traffic.

ICLT Services will regularly assess the market for mobile devices and will test and recommend new devices that are compatible with the infrastructure. For example, ICLT Services is currently assessing the Microsoft Surface as a possible addition to the approved device list.

Device Lifecycle
Mobile tablet style devices are consumer grade and as a result have a shorter useful life than laptops and desktops. At this time schools, should plan for a life of a maximum of two years. This is the standard that many other NSW Catholic Dioceses are applying to this style of device.
**Modes of Deployment**

There are two different ways that these devices can be deployed to users:

1 to 1 – where each student is permanently allocated a device  
Shared – where a small group of students can share a device

There are a number of issues that need to be highlighted. Each deployment method has challenges and some of these are identified in the following discussion.

**1 to 1 or Allocated**

Tablet style devices are designed for a single user. This is the optimum deployment model as it ensures that students are able to maximize their use of the device in the way that it has been designed. In a one-to-one environment students should manage their own device which includes updating, purchasing and deploying Apps. This means the student will need to establish a management account in either Gmail or iTunes.

The student and their family is responsible for the purchase, maintenance and licensing of apps on the device. The school may choose to supply prepaid cards to facilitate these purchases.

This implies that students can take the devices home. It is important that schools ensure that parents are aware of the school's expectations about the care and maintenance of the device. Schools should consider the purchase of accidental damage insurance and/or the purchase of protective covers.

**Shared**

Some schools are interested in the device as a shared resource for classroom or library learning spaces. The shared device model requires more management by staff of the devices and the Apps that are installed. In the case where a school chooses to use the tablet as a shared resource, it is recommended that a small number of tablets “belong” to a class or stage for management by their teacher.

When purchasing shared sets of mobile devices, schools need to consider:

- Responsibility for managing the devices including downloading of Apps, battery charging, meeting licensing obligations, updates, etc
- Procedures for distributing and collecting tablets including labelling devices for account management
- Storage and power charging facilities
- Procedures for periodic deletion of tablet content
- Budget procedures and accounting for the cost of Apps
Points of difference between tablets and laptop/desktop computers include the software available. Tablet devices run custom built Apps; they do not use the same software as PCs and cannot run standard Windows or OSX programs. Flash content does not run on Apple iOS devices. This means that iPads will not allow the use of many of the resources available from TLF or those that can be found on Scootle. Flash will generally run on Android based devices. Some examples of Flash include video clips and many popular websites. Some Flash based programs have an iOS and/or Android App available.

There is however future planning underway by a number of software companies that will allow active content to be accessible on all devices.

**Support**

These devices are unmanaged, that is they are not managed through any central management system as other computers in the DSS are. The maintenance of the devices, applying updates, purchasing and installation of Apps and all other functions related to their day to day functioning is the responsibility of the school.

In both one-to-one and shared deployments ICLT Services, particularly Field Technicians, will only support issues associated with connection of the devices to the wireless network and Internet.

**Warranty**

**IPAD**

The iPad comes with a one year limited hardware warranty that includes the iPad, rechargeable battery and all included accessories. Additionally the iPad comes with a complementary ninety days telephone technical support.

The limited hardware warranty and telephone technical support can be extended to two years by purchasing an AppleCare Protection Plan (APP).


To make a warranty claim schools are required to contact Apple warranty support on 1300 301 596. Once Apple warranty support has been called, the iPad warranty requires the iPad to be returned to Apple for repair and collected when the repair is complete.

Apple has also introduced the iOS Direct Service Program. This program provides a greater level of convenience for the owner of the iPad and reduces cost to the organisation. The iOS Direct Service Program supports education users by screening the iOS device identifying hardware faults and, if necessary, directly ordering a replacement device or in-box accessory and exchanging it for the failed item at their service location.


**Galaxy Tab**

The Galaxy Tab comes with a one year limited hardware warranty. The accessories have a three month warranty.


Detailed arrangements are still being discussed with Samsung. These include extended warranties and accidental damage insurance.
Apps

Apps are the software applications written for tablet devices. Apps are covered by copyright law and once purchased can be synched to all devices owned by one person. In schools, each device needs its own account and a purchased copy of the App.

Choosing the right Apps

When deciding on Apps it is recommended that schools:

- Firstly and most importantly, think about the activities/actions that are already part of teaching and learning practice, such as mental starters, mapping, stop watch, camera, videoing, mind mapping, note taking, book reading and document distribution.

- Initially purchase a small core of Apps for each KLA or curriculum goal, and then add more to match learning outcomes.

- Try the lite version of the App, if available, to assess the effectiveness and appropriateness to contribute to identified learning outcomes.

- Visit websites and online networks for teachers to connect, collaborate, share and learn from other teachers and schools.

- Before purchasing and installing Apps they need to be fully tested within the Broken Bay network environment to ensure that they work correctly. Not all apps will work with the filtering technology used in schools. If an App does not connect to the Internet because it is not designed to use the device proxy settings or because it uses a non-standard web port then ICLT Services will not be able to assist.

- There are also free Apps available that can be useful. Some of these require in-App purchases to unlock extra capabilities.

Key Points

- It is important to select Apps carefully
- Research what others are doing and using
- Test Apps thoroughly in the school network environment first
- Be aware of the cumulative cost of apps
- All Apps must be licensed correctly
Suggested Apps

There are many sites that provide lists of recommended Apps. These sites provide information about educational Apps for Australian students.

- Apps in Education. This blog by Greg Swanson reviews education Apps in KLA categories. [http://appsineducation.blogspot.com](http://appsineducation.blogspot.com)

App Cost

It is important to consider the potential cost of Apps. Although the price may seem low, it is important to remember it is a per device cost. The cost can add up quickly as Apps only generally have limited functionality and multiple Apps are often required.

Internet Filtering

Schools need to be aware that all devices on the mobile device network are filtered by using the student filtering system Z-Scaler. The filtering rule the schools have applied for students on desktops and laptops will apply to mobile device and vice-versa. Staff using devices in this network will have the same filtering rules applied to them as the students.

Students and staff using devices in this network will not be prompted to login and can only be identified by the ip-address of the device which can change. This means there are some limitations on the ability to track who has used a device in the case of access to inappropriate material or inappropriate use.
Internet or Cloud Based Services

Many of the services that are used with tablet devices will be based on the Internet or “cloud” services. If schools wish to use these services then they will have to be responsible for setting up, maintaining and supporting these accounts. It is also important to consider what data is being stored on the internet as it might be impacted by the National Privacy Principles (see link)


Many services provide “free” access to certain capacity or level. Schools should ensure that they are aware of and comply with the terms and conditions of using such services. This is particularly relevant to services that have age restrictions.

Data

Tablet devices can generate a variety of content, which may need to be accessed or retrieved from the device. Transferring data to and from tablet style devices can present some challenges. The mobile device network has no access to school base file storage. The most efficient ways are to use internet data storage services such as Dropbox, Box.net, Google Drive or iCloud. These provide schools with the ability for students to deposit their work in a location where teachers can access this.

Android based devices can be plugged into any standard computer and will appear as a usb stick and allow data to be removed.

It is important that the transfer of content be considered as part of the educational plan.

Printing

The mobile device network has no access to existing print facilities. In addition tablet style devices generally have limited very basic printing capabilities which rely on communication with wireless based printers. At present no allowance for printing has been made.

ICLT Services is investigating the options at present but recommends that schools transfer data from the devices to the normal school computers if printing is required.
Process

The CSO has developed a process to assist schools to work through some of the issues associated with implementing mobile devices. A flowchart follows that shows this process. If a school identifies that they would like to use tablet style devices then there are two key criteria that need to be met. First and most importantly is the need for an educational plan which focuses on the learning outcomes. Principals, working with their Schools Consultant and Educational Services, will identify if an appropriate plan exists. If so, it will be validated. If a plan needs to be developed the Educational Services team will support the school to develop a plan.

The second criteria requires that the school’s infrastructure can support the implementation of the mobile devices. These devices are fully dependent on wireless connectivity and consistent access to the internet. The main concern is ensuring that there is sufficient wireless coverage in schools to support the extra devices. ICLT Services will carry out an assessment and remediation to make sure that these devices can be fully utilised.

Once these criteria are met and signed off then the next step is for the school to ensure that it can fund the devices appropriately. The school needs to work with their Schools Consultant and Schools Accountant to identify the funding required for the devices. For example, if a 1:1 deployment is chosen, there is the question as to whether parents will be asked to contribute to the cost through an extra fee. Different models of funding will be available through the Schools Accountant.

Once the school has the financial plan in place, which has been signed off by their Schools Consultant, the devices can be purchased. This will be done through ICLT Services via the current centralised purchasing process. There will also be a small charge per device (approximately $40) to cover some of the security infrastructure upgrades required. Once the devices are delivered to ICLT they will be registered so that they can have access to the network.

The following page shows the pathway to implementing mobile tablet devices and highlights the steps involved.
Mobile Devices - Educational & Technical Pathway

**Step 1**
Principal notifies Schools Consultant and contacts Ed Services Officers (Geoff McIver or John Hession)

School identifies educational need for tablet device

Is there a pedagogical and professional learning plan in place for the integration of tablet devices?

- **Yes**
  - Ed Services validation and approval

- **No**
  - Ed Services work with school to develop plan

Is there appropriate technical capability (wireless, etc) within the school?

- **Yes**
  - Technical criteria met
  - ICLT

- **No**
  - Assess and remediate

**Step 2**
Sign off by ICLT and Ed Services

Educational and technical requirements met

How is the school funding the purchase?

- **Yes**
  - Purchasing
  - ICLT

- **No**
  - Schools Accountant

**Step 3**
Sign off by Schools Consultant

Provisioning devices

- **Yes**
  - Provisioning ICLT

- **No**
  - PL provision, implement pedagogical plan

See over page for each step in more detail
Pathways in relation to mobile devices on the Broken Bay Network

The following adds further detail to the flowchart/pathway presented last week at the Director Principals Meeting in relation to mobile devices.

Initial

- Principal/Leadership Team reviews the Report on mobile devices. Pilot schools (Asquith - iPads; Freshwater - iPads; Berowra Heights - Samsung Galaxy) consider speaking with these principals for their perceptions and discuss learning opportunities and practical considerations.

- Develop a draft educational rationale and strategy for mobile device use at your school (this should incorporate Learning Support students) including consideration of professional learning requirements. How will the devices add value to the learning experiences - especially in the area of intellectual quality (QT)?

Steps

1. Notify Schools Consultant of intentions. Contact Geoff McIver or John Hession and meet to discuss the strategy - this discussion may lead to refinement of the strategy.

   This step is intended to be a supportive and collaborative step to facilitate optimum benefit of the devices for student learning. Some schools will already have well developed ideas about the use of the devices in educational settings with practitioners already competent in the use of mobile devices. In such cases tapping into this expertise also adds to system learning. The school's strategy will be retained as a one page summary that will contribute to knowledge building and professional learning planning.

   The involvement of the Schools Consultant is to support the principal in relation to communication with parents and funding options available.

   Once the educational rationale, PL requirements and preferred deployment (stage/grade/number) has been signed off, ICLT Services will assess wireless capability. 2013 professional learning approaches are highlighted in the report on page.

2. Liaise with the Schools Consultant and Schools Accountant as to the model of deployment (1 to 1, shared, number) and the financing of the intended purchase.

3. Once signed off by Schools Consultant, the order is placed through ICLT Services and the principal kept informed of the progress of the purchase, provisioning of devices on the network and timetable for delivery.