Bring Your Own Personal Electronic Device (PED) – Guidelines for Schools

This guidelines must be read in conjunction with Use of Personal Electronic Devices Policy

Table of Contents

[What is it? 1](#_Toc492553479)

[Advantages 2](#_Toc492553480)

[Considerations 2](#_Toc492553481)

[Why use PEDs? 3](#_Toc492553482)

[BYOD Models 3](#_Toc492553483)

[Is your school ready? 3](#_Toc492553484)

[Time Frames 4](#_Toc492553485)

[Policy Requirements 4](#_Toc492553486)

[ACT Education Directorate’sTechnology Standards 4](#_Toc492553487)

[Device Requirements 5](#_Toc492553488)

[Security and Device Management processes 5](#_Toc492553489)

[Planning for the use of PEDs 5](#_Toc492553490)

[Suggested Process for Community Consultation and School Policy Development 6](#_Toc492553491)

[Resources 9](#_Toc492553492)

# What is it?

Personal Electronic Devices (PEDs) are devices that are owned by students (or staff) that connect to the school’s internet, using their SchoolsNET account. They do not access SOE programs or network drives.

Our students expect reliable access to learning from wherever they are and whenever they need it. As a result, many schools are investigating a Bring Your Own PED program, also known as a Bring Your Own Device (BYOD) program. Under this model, ACT Public School students bring their own devices to school and connect them to the school’s wireless internet at no cost to them. This might be a student’s personal laptop, or one of the other portable devices currently on the market, such as:

* Apple iOS Devices: iPad, iPad Mini, iPod, iPhone
* Chromebooks
* Windows 8 tablets and slates
* Android Devices

# Advantages

* Allows for students to work on a device that is familiar to them and customised to their preferences.
* Enables the opportunity for schools to leverage students’ attachment to their own devices to deepen learning and to making learning more personalised and student-centred.
* Can increase the number of devices available for teaching and learning.
* Enables the school to direct ICT funding to addressing equity issues and improving infrastructure (e.g. wireless).
* Enables collaborative learning through cloud based software at any time (school and home).

# Considerations

* The success of a BYOD Program will be dependent on thorough planning and community/stakeholder consultation carried out by the school.
* PEDs are not supported by the ICT Service Desk.
* PEDs do not provide students with access to network drives.
* Students may bring a range of different technologies to schools which require support from teachers/staff.
* The event of any damage to devices should be considered by the school as part of their implementation.
* Before schools can recommend that a particular device is purchased for use on SchoolsNET, ensure that Shared Services ICT are consulted to make sure that the device is compatible with the network through the Service Desk.
	+ Email: ServiceDesk@act.gov.au or Phone: Ext # 79000
	+ For more information on the SchoolsNET device requirements and technology standards, see page 3 of this document.

. Bring Your Own Device (BYOD) Considerations

When considering a BYOD approach, schools should undertake careful planning and research.

# Why use PEDs?

* Problem-solving, creativity – students can use different hardware to produce same results
* Engaged students – students are familiar with their device and ready to participate
* Anytime, anywhere – the student always has access to their device
* Collaboration – smaller, portable devices are much more conducive to collaboration
* Students care for their own devices – students more likely to look after property that they actually own
* Caters to different learning styles – students can use the device/application that suits their approach

# BYOD Models

Schools and their communities are best placed to determine the most appropriate BYOD model for their school. There are three different approaches:

1. Locked Down: The type of device and the software used is dictated by the school *e.g. Chromebooks only*
2. Specific requirements*:* The type of device a student can bring is limited to certain specifications *e.g. Must run Flash Player or Word*
3. BYO Anything*:* Any device can be used, provided that it connects to the wireless network *e.g. any phone, laptop or tablet*

Each model has its own pros and cons, and it’s important to investigate these as part of your planning. Not all the benefits listed above will be realised by each individual model.

# Is your school ready?

* Does the use of PEDs suit your school goals?
* Is your community in a financial position to support the use of PEDs? How will you address equity issues?
* Is your school’s infrastructure ready? Do you have the right spaces, furniture? Do you have adequate wireless coverage?
* Do you have guidelines and supporting documents that steer students in the use of devices at school?
* How will students store/maintain/charge their devices?
* Are your teachers prepared for the move to PEDs? What do you need to do to help them prepare?
* What changes will need to be made to instructional practice?
* Will you use existing ACT Education platforms or will you use external applications? There are considerations around privacy.
* How will the devices be managed? By the students or by the school? Both have implications.
* Will you specify certain types of devices or allow all users to choose the device that suits them?

# Time Frames

To ensure that your school gets the best possible benefit from the use of PEDs, you will need to allocate adequate time to plan for it and assess possible risks. It is recommended to start small, with a pilot class or grade. You can then evaluate the program and implement it on a wider level across the school.

# Policy Requirements

In order to implement the use of PEDs in your school effectively the following requirements outlined by the Use of PEDs in Schools policy need to be addressed:

* Schools can allow students to bring fully charged PEDs to school for the purpose of learning
* Use of devices at schools will be governed by school-developed guidelines and supporting documents that involve community consultation and are aligned with the Directorate Use of PEDs in Schools policy
* Prior to implementing a PEDs program, schools should provide information to key community stakeholders including teachers, parents and students
* Students and their parents must complete and return a signed Acceptable Use of PEDs Student Agreement before participating in the program
* The school and its community can choose the use of PEDs model that is relevant and appropriate for the needs of the students and the community
* Prior to implementing a PEDs program, schools should consider/identify strategies to ensure that all students are able to engage fully in classroom activities. This should include strategies to accommodate students without a device or a device that is not charged.

# ACT Education Directorate’sTechnology Standards

It is essential for schools and parents to be aware of the following information regarding technology standards for devices used within schools:

* The Directorate's Wi-Fi network requires the following device network specifications:
	+ **Minimum:** 802.11n (2.4GHz) Wi-Fi - may also be referred to as 802.11b/g/n or 802.11g/n
	+ **Recommended:** 802.11ac Wi-Fi - may also be referred to as 802.11ac/a/g/n

# Device Requirements

The Acceptable Use of PEDS Student Agreement should be developed to suit the school’s purpose and should contain recommendations relating to:

* Directorate technology standards
* Hardware specifications, including operating systems
* Software and applications
* Battery life/spare batteries
* Protective casing (scratch/impact/liquid-splash resistant)
* Device insurance/safety
* Ergonomics e.g. taking regular breaks, stretches, use of suitable furniture etc.
* Back-up storage such as portable hard drive or USB flash drive.

# Security and Device Management processes

Depending on the use of PEDs model your school chooses, the following considerations are essential:

* Strong passwords e.g. should have at least an uppercase character, number and a non-alphanumeric character (refer to [SSICT Fact sheet 21 – Passwords](http://sharedservices/actgovt/ICTdocs/factsheets/FS0021.pdf))
* Device anti-virus software, if applicable
* Privacy and Parental controls. There are resources available for parents on the Directorate’s Webpage: Keeping Safe Online

# Planning for the use of PEDs

* Set your goals for how PEDs will enhance the teaching and learning in the school
* Research – what have other schools/districts done?
* Assess your school environment – wireless infrastructure, classroom spaces, storage etc.
* Conduct a risk assessment – what can happen? What are you going to do to prevent/reduce the risk? Include security, equity and health issues as part of your risk assessment.
* Survey students and families – what do they have already?
* Consult with your school community (students, parents, P&C, Board)
* Test a range of devices in the school. Think about the use of PEDs approach
* Build staff capability: Digital Pedagogy, 21st Century Skills (just like students)
* Build student capability: Digital Citizenship, Cyber Safety, ICT Capabilities
* Pilot with one class/year group
* Develop rules, guidelines and supporting documents. Review existing guidelines and processes to include the use of PEDs implementation where appropriate. Think about welfare and discipline documentation as well
* Decide on supported/recommended devices
* Decide on/implement purchasing models
* Develop communication channels for parents/community
* Evaluate the program regularly.

# Suggested Process for Community Consultation and School Policy Development

Your school, in consultation with your school community, should determine whether your school will implement the use of PEDs. Teaching and learning should be the key driving force for the decision.

The following table is a suggested guide to the decision-making process.

Table 1 Use of PEDs Guide to the Decision Making Process

| Policy Development | Aim | Action |
| --- | --- | --- |
| Step 1 | Provide information to the school community including staff, students and parents | * Staff discussion
* Information to students and parents
* Literature review
 |
| Step 2 | Survey attitudes | * Develop own survey
* Survey provided to key stakeholders – staff, students, parents
* Interpret the results
 |
| Step 3 | Present findings of survey, clarify the next steps if use of PEDs is going ahead | Hold a school staff meeting, P&C meeting, parent/student forum to present survey findings and establish way forward |
|  Step 4 | Form a use of PEDs interest group | Invite representation from the school Board, staff (including executive), parents (P&C) and if appropriate students (SRC) |
| Step 5 | Develop a draft school use of PEDs guideline, including procedures that outline strategies for addressing any risks such as equity, security, privacy etc. | * Review ETD’s Use of PEDs in Schools policy and Communities Online Acceptable Use of ICT guidelines
* Draft school policy and supporting procedures including an acceptable use template.
* Work in collaboration with the use of PEDs interest group
 |
| Step 6 | Receive feedback on draft documents | * Circulate the draft guidelines and supporting documents for comment by the school community.
* Test with a pilot group
 |
| Step 7 | Finalise the use of PEDs guidelines and procedures | * Consider the feedback provided and test results in making any amendments
* Consult with the use of PEDs interest group on any amendments
 |
| Step 8 | Communicate the school’s use of PEDs policy to the school community | * Upload the policy document and supporting documents to the School website,
* Write a feature in the school newsletter.
* Provide hardcopies to the school community with an introductory letter
 |
| Step 9 | Establish a review/evaluation period | Consult with the use of PEDs interest group on an appropriate period and method – this should be noted in the policy document |

# Resources

Information in this document was gathered from the following sources. Please feel free to refer to them in your planning.

1. [Broulee Public School BYOT](http://www.brouleepublicschool.nsw.edu.au/byot.html) - Example of BYOD implementation in a NSW schools.
2. [BYOD - School Readiness Checklist](http://nswdecbyod.weebly.com/uploads/1/1/3/0/11303946/byod_schoolchecklist.pdf) - School Readiness Checklist
3. [One-to-One 2.0 Building on the "Bring Your Own Device" (BYOD) Revolution](http://www.samsung.com/us/it_solutions/innovation-center/downloads/education/white_papers/One-to-One_2.0_-_Handbook.pdf) - a document created by Samsung. Lots of information about BYOD, including resources to help you plan.
4. [Bring Your Own Device To School](http://download.microsoft.com/documents/Australia/EDUCATION/2012008/Bring_your_own_device_to_school_briefing_paper_K-12.pdf) – Microsoft’s BYOD to School guide.
5. [Smart Classrooms Bytes - Edition 2](http://education.qld.gov.au/smartclassrooms/documents/strategy/pdf/scbyte-21steps.pdf) - A document created by the Queensland Government: 21 steps to 21st Century 1-to-1 success.
6. [Student Bring Your Own Device Policy (BYOD)](https://education.nsw.gov.au/policy-library/policies/student-bring-your-own-device-policy-byod) - Developed by NSW Department of Education and Communities.
7. [Bring Your Own Device (BYOD) in Schools 2013 Literature Review](https://education.nsw.gov.au/policy-library/related-documents/BYOD_2013_Literature_Review.pdf) -This Literature review provides information relating to issues, research and literature in BYOD integration.