



Learning with Technology

Information Booklet - 2024



Contents

College Investment	3
Educational Perspective for Change	4
Student Safety	6
Code of Conduct	9
Frequently Asked Questions	10
Device Selection	12
Essential Requirements	13
Technical Support	15
Reference Studies and Books	15

College Investment

Swan Christian College has been developing and delivering a range of strategies to contribute to the Learning with Technology concept since 2011.

An extensive WiFi network was initially installed that supports the use of student owned devices in the classroom. While connected to the College network the existing content filtering software provides secure access to the Internet. We continue to engage external researchers and educational consultants to provide professional development and time investment for teachers.

Overall, the College has invested time and money into the development of the Learning with Technology program: working with Learning Areas and providing class resources. This investment will continue to provide ongoing support and extend the learning program for teachers, students and parents as required. In this way, we seek to ensure structures are in place to improve the personal learning opportunities for each student.

Our technical support team continue to work tirelessly to assist teachers and students in the use of technology to achieve enhanced teaching and learning outcomes.



Educational Perspective for Change

With a wealth of studies dating back over 20 years identifying the positive benefits of infusing technology into the classroom, coupled with the successful practice witnessed in many other schools, the commitment to our Learning with Technology program at the College is a positive step forward for education.

The key reasons that best describe why Swan Christian College is pursuing a 1:1 technology program are as follows:

Equip students with 21st century skills

To equip our students with 21st century skills

One of the key pieces of work that informs 21st century learning is that of digital fluencies. We encourage you to visit: <https://globaldigitalcitizen.org/21st-century-fluencies> so that you can be informed about some of the current thinking.

We believe that it is incumbent upon education to be at the forefront of technology and integration. As Professor Yong Zhao said: “Technology is not really a choice any more. It has infiltrated and changed our world so completely. In the 21st century economy and society, the ability to respond flexibly to complex problems, to communicate effectively, to work in teams, to use technology and to produce new knowledge is crucial.”

As society continues to change at a rapid rate, driven largely through innovation and technology, we see that it is imperative upon us as educators to keep up, adapt, and prepare our students as thoroughly as possible for the post- school environment that awaits them.

Comply with policy expectations

To further comply with national educational policy expectations

National policy as articulated through the ‘Melbourne Declaration’ and the Australian Curriculum all increase the emphasis on ICT in education.

The Melbourne Declaration and the Australian Curriculum place an emphasis upon building innovative capabilities of students within and across discipline boundaries. As a means towards facilitating this, ICT skills have been established as a ‘general capability’ within the Australian Curriculum. This means that ICT is expected to be embedded seamlessly across the disciplines of the entire curriculum. The integration of a student technology program at Swan Christian College will go a long way to facilitating that integration across all curriculum areas.

Improve student engagement

To improve engagement of our students through culturally relevant methods

Our students have only ever known a world with Google, Wikipedia, Facebook and mobile phones with high speed Internet. Studies show that students report they feel like they are stepping back in time when they go to school (Moyle, 2010, p36). A student technology program provides the opportunity to help make education more relevant and engaging to students who have been raised on digital technology.

Enhance maturity and responsibility

To enhance student responsibility and maturity

The final significant objective of the student technology program is to use it as a vehicle to promote, and allow students to demonstrate, increased maturity and responsibility for their learning. As we demonstrate increased trust and expectations on the students by bringing technology into every classroom, we will challenge them to rise to be increasingly self-disciplined as they partner with the College in their learning.

We are under no illusions that technology has the opportunity to be a significant and easy distraction for a disengaged student, however, we also believe that it has equal potential as a tool of engagement and partnership. Students have the opportunity to partake in their learning, collaborate with their teacher and peers, and learn important life skills of self-discipline and focus. The College's expectation will be on students to act responsibly with the technology at all times.



Student Safety

Swan Christian College believes the teaching of cybersafety and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st Century students spend increasing amounts of time online learning and socialising. These online communities need cyber-citizens 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 College and support at home is requested. It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing inappropriate images.



Suggestions for parents

Use of the device after hours should be subject to normal parental supervision. The College does not accept responsibility for monitoring the manner in which the device is used after hours.

We recommend a simple three step rule - the 3 I's of internet safety: Informed, In View and Interested sourced from: <https://globaldigitalcitizen.org/3-internet-safety-tips>

Informed - Be informed about the risks and benefits of Internet access including Instagram, instant messaging, forums, personal spaces like Twitter, Facebook and Snapchat. We stress to the students that the Internet is anonymous and you never know who you are speaking to, that personal spaces are open and easily accessible to all and that personal information should never be published for the whole world to see.

In View - Where possible have your son's or daughter's computer in view. Try to keep Internet activity in an active and well visited part of the home. It is easier to be informed and interested when you can see the sites they are surfing, the friends they are making and talking to or the spaces they are creating. It also limits access to inappropriate and unacceptable sites.

Interested - Be interested in what your child does on their computer and who they are talking or chatting to. We encourage parents to ask their children to show you their spaces and their work. Discuss with them the risks of revealing personal information like their name, address or exchanging photos. Explain to them the dangers of meeting in person the "friend" they have met on the net.

Bridging the gap between home and school

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

If you have the Internet at home, encourage your child to show you what they are doing online. At home we recommend you:

- Find out how your child uses the Internet and who else is involved in any online activities.
- Have computers with Internet access in a shared space in the house – not your child's bedroom.
- Ask questions when your child shows you what they are doing, such as: **How does it work and how do you set it up? Who is else is sharing this space or game? Do you know them personally or did you 'meet' them online?**

Research shows that students will not approach an adult for help because:

- They might get the blame for any incident.
- They don't think adults 'get' their online stuff.
- They might put at risk their own access to technology by either: admitting to a mistake or
- Highlighting a situation that might lead a parent to ban their access.

Let your child know that it is always safe to inform you (the parent) about an incident that has happened online.

Protecting personal privacy rights and those of other students

Students like to publish information about themselves and their friends in spaces like Facebook, YouTube and blogs, but in doing so they can make themselves more vulnerable to being approached, groomed or bullied

online. When posting online, the golden rule students should keep in mind is to always assume that anyone or everyone will see what is posted.

So in deciding whether or not to post something, students should run through the following mental checklist:

- **How will I feel if it is seen by my mother, father, grandparent, or other relative?**
- **How will I feel if it is seen by my teacher, or the Principal?**
- **How will I feel if it is seen by my friends and the other students of my school?**
- **If what I am posting is about a person, how will I feel if it is seen by that person?**
- **How will I feel if it is seen by an unwanted stranger who may want to find me in real life?**

This checklist applies even where the posting or upload is set to private. Students should appreciate that as soon as something is posted, they lose control of the material and that any of the people who do have access to it could re- share it to a wider audience.

Using the Internet in line with the College Student Code of Conduct

When using the Internet for any school related purpose, or that could in any way be linked back to the College, students should use appropriate language when talking to and working with others online.

Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone's face. Often very few adults visit this online environment. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Students need to be reminded that their behaviour online must fall in line with the College's Code of Conduct.

Privacy implications of recording images, videos and sounds

The recording of both images and sounds can breach other student's rights under the Privacy Act. Sometimes students feel embarrassed telling their peers that they don't want their image or voice recorded. The use of such images can be instantly transmitted by SMS and/or posted online.

The Privacy Act says that the posting and sharing information online or in any other way requires consent. This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to.

It is for this reason the College obtains a signed authority from parents to use student images for promotional and other purposes. The same requirement for consent applies to images captured by other students. All citizens need to respect the rights of others to privacy and students are no exception.

Using collaboration spaces for educational purposes and only as directed by teachers

Web tools and collaboration spaces allow students to be contributors to the web and allow them to work collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts can all be legitimate educational activities which allow students to publish, share and inform others and be active contributors to the web.

The teacher will provide guidance as to what is acceptable and it is expected students will adhere to these guidelines.

Keeping away from offensive sites

In school settings filters block out a lot of inappropriate content, but these filters are not always foolproof. Students who deliberately seek out inappropriate content, or use technology that bypasses filters, will invoke the College's Behaviour Management policies and their parents will be immediately informed.

Following copyright procedures

All music, information, images and games on the Internet are owned by someone. Copyright is a legal term and there are laws to enforce it.

By downloading copyright content through illegitimate means, students can risk bringing a virus or spyware to the computer or system. These can damage a computer system or provide hackers with details such as passwords and bank accounts.

Evaluating and using content on the Internet carefully

Not everything on the Internet is true, accurate or unbiased. The College will work to teach information literacy skills, which enable 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 learnt.

All information that ends up in submitted work must be attributed or the student will be charged with plagiarism.

Code of Conduct

While at school students will:	The College will:
Arrive with devices fully charged	Provide a limited number of loan devices
Have material and all equipment securely and clearly labelled	Provide a list of required software apps and links
Have College required software and ebooks installed and ready for use	
Maintain the device in good working order for use in the classroom	Encourage students to take responsibility
Remember to build in time for rest from screen time	Expect that devices are used in a balanced way throughout waking hours.
Use collaboration spaces for positive communication or comment	Work to facilitate easy access for 24 hour educational experiences
Report issues or concerns with IT to staff for resolution	
Take care of all IT resources whether owned by the College or other students, and be held accountable for deliberate damage	Act to discipline breaches of deliberate damage
Take care to place the device on a stable surface and carry it with care	
Store the device to minimise the chance of theft or accidental damage	Provide lockup facilities or locked classrooms for safe storage of equipment
Not share passwords or private information with others	
Offer the device for auditing and review when asked by the College	Support students in good choices of appropriate material by way of downloads and communication
Choose to use appropriate sites for learning mindful of College values	Provide appropriate choices in apps and programs that represent good value and maximise learning and presentation experiences

Frequently Asked Questions

ON THE CLOUD - BY MEERASAPRA

WWW.TOONDOO.COM



Will they be safe on the net?

We know that the digital world can be a wonderful place for learning. The huge amount of information available to students and the speed of change in our world means we can't rely on knowing all there is to know...we need to be focused on how to find information when we need it.

In class, teachers will keep students focused on the specific tasks at hand. The expectation of placing a screen to be seen, filters in place for many sites, and a range of monitoring tools in the system add to safe classroom practice at the College.

What about log-ons?

Protecting your identity and the use of your machine is important and students will be instructed how to build on the great skills they have already been using to keep their online identity secure.

What about roaming when they aren't with a teacher?

We recommend that devices brought to the College do not access any 3G/4G/5G connection while at the College. At home the home connection can be used but at school the College WiFi will meet all searching needs and provide filtering and monitoring.

For the Junior School, devices should not have a SIM (3G/4G/5G connection). Further, devices are only used during class time under the direction of the teacher. They are not to be used before school or after school, and during recess and lunch will remain in the classroom.

What about lock up at the College?

In the Junior School the devices will be locked inside classrooms between lunch and recess. In the Senior School, lockers can be hired each year at a small charge.

Will it be safe in the bag?

We recommend that each device has its own cover and is carried inside school bags, remaining out of sight for all travel to and from the College.

Will there be no more writing?

As with all new technologies there is a fear the skill or foundations from past practice will be lost and there will be a 'negative' to the new device moving into the space. Some of the latest devices now come with integrated stylus pens that work with touchscreens, proving that handwriting skills are still relevant, even in a digital world. We are keen to support our learning with new opportunities wherever we can, but fully intend to support learning with reading from books and writing with pen and paper as well.

In the Junior School, handwriting is taught explicitly through to the end of Year 6, and some pieces of work will be required to be completed by hand.

What IT support will there be?

College networks and systems are supported by an IT team available to students directly via the IT Helpdesk (located in the M block) and to teachers via an in-class support hotline. Students can also email support@scea.wa.edu.au and a ticket will be created automatically in their name. Support for specific devices and applications is not provided, although advice can be given on where to source information and help via freely available online resources.

Will there be computer homework?

With the use of Cloud storage options like OneDrive, Google Drive, Dropbox and most recently SEQTA and learning platforms like Stile, storage and collection of work takes on a new perspective. Work done at home can be kept and shared or collected from home for school or vice versa. By having access available 24 hours a day, the 'wait until I get back to school' or 'I left it at school' will not be an excuse. Homework, class work and even shared projects will become more 'digital' in delivery and presentation.

What if I can't help with the homework?

While the presentation of the homework may be different, the subject matter has not changed as a result of Learning with Technology. You can help your child to check that they have met the requirements of the task, to be accurate and detailed in their responses, and to complete assigned tasks on time. Ask your child to show you how they receive their homework and how they submit it, so that you are confident in the process. If you have any queries or concerns, please feel free to contact the relevant teacher.

What if it stops working?

A pool of short term loan devices are available for students to use in the event of a device failure, so they can continue working while their device is fixed or replaced. This service is free for the first 14 days after which charges may apply. Parents are encouraged to source devices with good warranty provisions and consider insuring devices to cover theft and/or accidental damage.

Device Selection

Swan Christian College has intentionally taken an open approach to the use of devices in the classroom in line with a child centred delivery of curriculum. This means that the same task may be accomplished by different students using different software and different features on their devices.

A key criteria for your decision to purchase a device needs to be based on what you feel you and your child can support and make best use of at home. In addition, we encourage you to investigate and purchase through any reputable provider in the market place.

When purchasing we suggest you consider the following:

Operating System — For example: Windows, Mac OS, iOS — Students are quite adaptable and it seems the younger they are, the more easily they engage with different operating environments. For younger students, it may be more important to consider what you (as the parent) are familiar with and will be able to support (e.g.. connect to your home network and printers). For older students, engage them in the device selection process and be guided by what they feel comfortable with managing. **Please note:** *Chromebooks, Windows 10 in S Mode and Android devices are not suitable.* Please refer to page 14 for operating system requirements applicable to all devices.

Weight — Lighter devices are preferred by most students and are easier to manage in the school environment.

Battery Performance — Charging is to be done at home, so look for as long a running time as possible, at the least 5-6 hours.

Solid State Drives (SSD) — SSDs start up and shutdown much faster than regular hard disks. These are quite affordable even in laptops now and can make a big difference in how long it takes students to be ready to work in class. When testing out devices or talking to sales staff ask how long the device takes to boot.

Input Options — Keyboards, touchscreens, digitizers (pens), cameras and microphones are all used to capture the creativity and learning demonstrated by your child. Look for the best mix of these options that you can afford.

Protection — Purchase a case or cover that protects the device while it is being used wherever possible. This investment will help keep it running when the inevitable knocks and drops occur.

Warranty — Purchase a device with a warranty that matches the length of time you would like to continue using the device. Look at their advertised response times and how the device will be inspected if there is a fault (e.g.. do you need to post it, take it to a dealer, or do they come to you).

Support — Some vendors (eg. Apple, Dell) provide 24 hour helplines for application use and general support in addition to warranty help. These services may be a good option for peace of mind if you are not technologically confident.

Non-school related use — This is a personal device, so consider how else it will be used. Availability of games, peripherals, connection to other devices and use within the home network all help define what device will be best for your child.

Essential Requirements

The specifications listed below are the *minimum* device requirements that enable our students to get the best out of technology in their subjects.

Your chosen device must meet all of the requirements. If you currently do not have a device that meets the below specifications, please budget to spend at least \$800 on a new device as you plan for 2023.

Carry/Protective Case: A protective case or small carry bag should be used to protect all devices in Junior and Senior School, as well as at Swanonline and STTC from damage, even when it is in your school bag.

Wireless Network: All devices in Junior and Senior School, as well as at Swanonline and STTC must have wireless which is able to run on either the G, N or AC standard (e.g.. “802.11 B/G/N” is ok because both N and G are listed – we just need one of them). Please note that if the wireless runs only on A or B standard, this is not suitable for the College network.

Operating System: Please refer to page 14 for operating system requirements applicable to all devices.

Junior School (Year 5 and Year 6)

Battery Life: 6 hours or more

Screen size: 9” screen or larger (no iPad minis)

Hard Drive Type: Solid State Drive (SSD)

Hard Drive Size: 64GB

Keyboard: Required for all devices

Warranty: As long as possible but minimum 2 years

Note: Parents should note the change in requirements for Year 6 to Year 7. iPads used in Year 6 will not be suitable for Year 7. In general, iPads can be expected to have a two year life span, so an iPad bought for Years 5 and 6 would meet the needs of the Junior School, and then be upgraded for Year 7. Students joining the school in Year 6 may wish to choose a device suitable for Year 7.

Senior School (Year 7 - 12)

Windows Device

Screen Size: 13”

Hard Drive Type: Solid State Drive (SSD)

Hard Drive Size: 128GB

Battery Life: 6 hours or more

Warranty: As long as possible, ideally 3 years or longer. Some devices will only come with 2 years, look into the possibility of an extended warranty

Or

Mac OS Device

Screen Size: 13”

Hard Drive Type: Solid State Drive (SSD)

Hard Drive Size: 128GB

Battery Life: 6 hours or more

Warranty: As long as possible, ideally 3 years or longer. Some devices will only come with 2 years, look into the possibility of an extended warranty.

Refer to next page for STTC and Swanonline requirements.

Swan Trade Training Centre

Windows Device

Screen Size: At least 13"

Hard Drive Type: Solid State Drive (SSD)

Hard Drive Size: 512GB

RAM: 8GB

Battery Life: At least 6 hours of usage (not standby)

Keyboard: Required for all devices

Swanonline

Keyboard: Required for all devices

Headphones: All students are required to use headphones with a microphone or earbuds with a microphone

Battery Life: At least 6 hours of usage (not standby)

Screen Size: At least 11", iPads not suitable

HDD Space: At least 128gb

Hard Drive Type: Solid State Drive (SSD)

Special Notes on Operating System selection

The selection of the operating system will have a large influence on what can be done with a particular device. These notes are provided to assist parents in making their selection.

- Windows 10 is designed for touch devices but many laptops without touchscreens are also provided with Windows 10. Be sure you are buying a touch enabled device if this is what you are wanting. Similarly - not all touch enabled devices will provide effective handwriting recognition. The handwriting recognition features available with Windows 10 will vary depending on the quality of the touchscreen and the digitiser (stylus pen) provided by the hardware manufacturer. Test and play to be confident before purchasing.
- iPads require the creation of an Apple ID for software installation. It might be beneficial to investigate setting up your child with a family Apple ID. This link provides more information on setting this up: <https://support.apple.com/en-au/ht201084>. If unfamiliar with the use of Apple IDs, make yourself aware of what is required prior to purchasing. Apple provide excellent support and will spend time on the phone with you to answer any questions.
- Chromebooks are devices which boot into a web browser and operate assuming internet access is always available using cloud-based applications and web services. Chromebooks are not suitable as a Learning with Technology device.
- Android devices are not suitable.
- *Minimum Operating System requirement for Windows: Windows 10 64 bit (version 1909 or higher), Windows in S Mode is not suitable.*
- *Minimum Operating System requirement for Mac OSX: Catalina 10.15 or higher.*
- *Minimum Operating System for iPad: iPadOS13 or higher.*

Office and Email access

The College license agreement with Microsoft gives each student access to Office365 via <https://portal.office.com>. Office365 is available on all devices. Licensing allocation and installation is linked to the student's College email account. Access to the student's emails will be required to complete the transaction.

The Operating System's default email client may not be suitable. Outlook is the required email client. Setup guides for the above are available on the College website and assistance is available from the IT Helpdesk located in the M block.

Technical Support

While developing skills in the classroom, students will become familiar with a variety of troubleshooting skills. There are a number of issues that students will face in general use that require some immediate resolution. Our goal is to have students who know their own device and can be mostly self supporting.

Initial Setup

Complete setup instructions are available on the Swan Christian College Portals website, www.swan.wa.edu.au/swanresources/lwt-learningwithtechnology

In addition, in January setup information will be sent out to all new students. If preferred, parents can come in with their children to have new devices connected to the network, ensure email is configured and generally make sure they are technically ready to go

During the first week of school, teachers run through checks with students to make sure they have access to any electronic textbooks, websites or programs as needed for their year level and classes. Additionally, Junior School students are taken on a journey through their device ensuring they can perform basic tasks such as saving files.

Ongoing Support

In the first instance support would come from the skills taught to students through practice with their device.

This basic set would include:

- deleting of apps
- restart of the device
- changing or resetting passwords
- deleting and reinstalling apps
- choosing and setting up a Cloud storage option
- tracking network issues
- isolating sources of concern
- charging devices should the power source be low

Where student skill and needs do not match the above, further support is available from the class teacher as the next port of call. The teacher may refer students to the IT support team if there are any issues connecting to the College network or services, or in the Junior School the teacher may request an IT support team member to visit the class.

Reference Studies and Books

A range of resources, posts and information for parents about the faithful use of technology can be found at:

eSafety

<http://www.esafety.gov.au/>

Global Digital Citizen

<https://globaldigitalcitizen.org/21st-century-fluencies/>
<https://globaldigitalcitizen.org/3-internet-safety-tips>