

# Personal Devices - Planning, Practices and Policy Checklist

Are you requesting Parent Payments for your 1-to-1 Program?

Providing personal access to devices to positively impact learning is complex and requires planning. The Department has a range of resources to assist schools with planning and suggests a four phased process to ensure successful programs where practice aligns to the Personal Devices – Parent Payments Policy. Schools need to put in place processes and practices that align with the principles of: **Educational value; Access; equity and inclusion; Affordability; Engagement and support; Respectful and confidential; and Transparency and accountability.**

## Phase - 1

### Preparing

Where are we and what do we want to do?

- Undertake research
- Establish the rationale
- Engage school council
- Conduct a detailed readiness assessment
- Preferred options

### Establish the rationale

**Principle: Educational value**

*Student learning, aspirations and wellbeing are paramount in determining parent payment practices.*

The value of providing personal access to a device to support students' learning needs to be established and communicated.

### Engage with school council

**Principle: Transparency and accountability**

*School parent payment practices are well communicated, clear and transparent, and their impact on student programs and families are reviewed by school councils.*

School councils must approve the school's device provision model when parent payments are required including BYOD or co-contribution.

### Conduct a detailed readiness assessment

**Principle: Access, equity and inclusion**

*All students have access to all aspects of the program and participation of all students is facilitated.*

Schools must consider the financial hardship circumstances of the student or make alternative arrangements that provides for the required knowledge and skills to be learned.

Schools must have an equity plan in place to ensure all students have access to devices. Devices must have the required capabilities (can run required apps or programs) to complete set learning tasks.


### Preferred options

A 1-to-1 learning model may include:

- *school purchased personal devices* – owned or leased by the school - no cost to families
- *co-contribution* – parents/school contribute to the purchase or lease of a device
- *Bring Your Own Device (BYOD)* – students bring in their own device either purchased or leased directly by families. This may include:
  - any device
  - any device, but with set features, e.g. software/applications as defined by the school
  - a specified device as defined by the school. This may also be from a preferred supplier, negotiated by the school that may also provide parents with a better/more flexible financial deal for their direct purchase of a device, or
  - a combination of all of the above.

## Phase - 2

**Planning**  
Getting organised



- Evaluate devices and infrastructure
- Develop a project plan
- Prepare a budget
- Engage school community

### Evaluate devices and infrastructure



#### Principle: Access, equity and inclusion

*All students have access to all aspects of the program and participation of all students is facilitated.*

Schools can provide some technology advice, in consultation with their Specialist Technician regarding the suitability of devices.

Wherever possible schools should try to accommodate parents who request their children bring an existing device instead of one specified by the program. These devices need to meet the minimum technical specifications to ensure that they can be effectively used for learning. It will not always be practical or possible to connect a device that is not the one specified by the school. Technical support for personal devices provided by the school is limited.

### Prepare a budget



#### Principle: Affordability

*Costs to parents are kept to a minimum*

The program must be affordable for the school's parent community.

Schools should attempt to offset device costs and demonstrate savings to parents associated with introducing the devices e.g. parents may no longer be required to purchase certain textbooks, dictionaries or the school provides other items at no cost to the parent.

If schools are providing the device for lease or purchase, the program must only require parents to contribute to: the purchase price to the school of the device, insurance costs for the device additional to those included in the purchase price, or software purchased locally by the school for the device.

### Engage school community



#### Principles: Engagement and support and Transparency and accountability

*Early identification, communication and engagement strategies implemented by the school ensure parents are well informed of the payment options and supports available for those experiencing hardship.*

*School parent payment practices are well communicated, clear and transparent, and their impact on student programs and families are reviewed by school councils.*

Where schools wish to introduce programs where parents pay for personal devices they should engage the parent community in the discussion.


The discussion should provide advice on the 1-to-1 learning program and its proposed purchase model including:

- the educational benefits
- the rationale and guidelines for the preferred device/s
- proposed costs and any options of the program
- demonstrate potential savings such as offsetting costs of textbooks
- details of proposed maintenance and insurance agreements
- the minimum technical specifications required for devices
- opportunities to consider parents' viewpoints
- seeking and considering the views of different groups of parents (such as parents of children with special needs, or parents who may have difficulty paying for the device)
- address concerns raised by parents before finalising process
- be documented, including recording concerns raised by parents.

Schools must advise parents that if they choose not to purchase/lease the device, the school will provide access to a device with required capabilities to complete the planned learning tasks. Schools must have support options available for parents who may have difficulties paying for the devices. Letters to parents need to include key information. Schools must not mandate that a parent purchase or lease a device based on the adopted program.

Schools must advise parents that they can choose whether or not to purchase/lease the device. Provide parents with sufficient notice of the program's introduction.

## Phase - 3

**Implementing**  
Making it happen 

Ensure teachers are confident and capable in using 1-to-1 devices	<input type="checkbox"/>
Learning places and spaces	<input type="checkbox"/>
Apps, software and online resources	<input type="checkbox"/>
Support documentation	<input type="checkbox"/>
Technical support	<input type="checkbox"/>

### Apps, software and online resources

**Principle: Access, equity and inclusion**

*All students have access to all aspects of the program and participation of all students is facilitated.*

Where a student brings their own device that was not specified by the school it may not be possible to install required software for licencing or software reasons and parents will need to be advised to organise their own purchase of the software.

The Department has licensed selected software titles for students' BYO devices.

### Technical support

**Principle: Access, equity and inclusion**

*All students have access to all aspects of the program and participation of all students is facilitated.*

Schools should provide some technical advice, through their Specialist Technician to ensure all students have access to the school EduSTAR wireless network.

The amount of technical support that can be provided by the school is limited. Although it will not always be practical or possible to connect a device that is not the one specified by the school, wherever possible schools should try to accommodate parents who request their children bring an existing device instead of one specified by the program. These devices need to meet minimum technical specifications set out by the school to ensure that they can be effectively used for learning.

Schools can provide some technology advice, in consultation with their Specialist Technician regarding the suitability of devices to meet the school's teaching and learning and technical requirements.

### Review and management

**Principle: Transparency and accountability**

*School parent payment practices are well communicated, clear and transparent, and their impact on student programs and families are reviewed by school councils.*

The school principal will lead review of parent payments including parent satisfaction of the program.

Monitoring – Refer to *Parent Payments Policy – Monitoring section*

**Principle: Respectful and confidential**


*Parents experiencing hardship are treated with respect, dignity, sensitivity and without judgement and the identity and personal information of all parents are kept confidential in respect to parent payments. Refer to Parent Payments Policy – Cost for parents section (re: pursuing debts)*

Parents experiencing hardship are not pursued for outstanding debts from one year to the next. The use of collectors of any type, including debt collectors, to obtain any outstanding funds from parents is not permitted.

The status and details of any financial arrangements are kept confidential. The identification of students or their parents who have or have not made a payment or financial contribution is unacceptable and must not occur in any circumstance.

Schools need to be responsive to parents who may be experiencing short or long term hardship.

## Phase - 4

**Evaluating**  
Regularly monitoring the impact on learning 

Review and management	<input type="checkbox"/>
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