Bring Your Own Technology (BYOT) Procedures
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1. **Purpose**

The purpose of this procedure is to support schools, working with students and parents, to implement a programme so students can bring their own technology devices to school for learning if they chose to do so. This procedure provides an educational rationale and information to support schools wishing to implement a Bring Your Own Technology (BYOT) programme.

2. **Overview**

There are many reasons to allow students to bring their own devices to school from home to assist in their learning. There is a considerable global push in the BYOT direction so that our young people are well-prepared to be successful learners in an ever-increasing technologically advanced world. Key to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge and digital media in the 21st century.

This procedure aims to support schools to take advantage of the powerful learning possibilities offered by a BYOT programme while taking into account issues such as:

- current research on national/international best practice
- increasing reliance on technology
- need for anytime and anywhere access by students to devices to support their learning
- clear definition of system, school and home responsibilities

Implementing a BYOT programme is a school-based decision that must be undertaken in consultation with and supported by staff and the school community. Schools should view BYOT as an approach that enhances and extends opportunities for students to access and use their own devices for learning. The BYOT programme cannot be used as a replacement for the school providing ICT devices for student use.

Any BYOT programme has strong equity implications. This includes ensuring that students are not left behind and that parents are not confronted with unrealistic expectations as it is acknowledged that not all parents can or want to send their child to school with a personal technology device.

BYOT schools will need to continue to plan for a learning environment that will contain a mix of school provided and student owned devices.

3. **Roles and Responsibilities**

3.1 **Deputy Secretary Learning and Director Operations**

- Ensuring schools are equitable in their management strategies of BYOT i.e. disadvantaged students and families are not confronted with unrealistic expectations.
- Ensuring that principals are familiar with the procedures and associated documents in this area and adhere to them.
- Ensuring that schools plan for the use of BYOT in the classroom to support learning.

3.2 **Principals**

- Ensuring engagement with parents,
- through their School Association, prior to implementation of BYOT.
• Developing school-based procedures to govern the use of BYOT devices at school. Note: the Acceptable Use Agreement that the school asks students/parents to sign at the start of the year can be used.

• Including BYOT in educational planning and teacher and staff professional learning activities.

• Ensuring the school provides the IT infrastructure including wireless access points that supports the student/parent privately owned BYOT device connecting to the DoE Wi-Fi network.

• Ensuring the school has a Cyber Safety programme.

3.3 Teachers

• Providing guidance for use of ICT within the classroom and associated learning environments, including ensuring students

  understand and follow the procedures and related documents.

• Developing curriculum and learning activities that use technology to build knowledge, understandings and produce outcomes that are not possible or practical without the use of technology.

• Ensuring the technology available to all students is considered when developing curriculum and learning activities.

• Planning for the use of BYOT in the classroom through the Australian Curriculum ICT General Capability and the Australian Curriculum Learning Areas.

• Ensuring Cyber Safety is a key component of ICT based teaching and learning.

3.4 Director IT Services

• Ensuring appropriate levels of information technology support is provided by ITS.

3.5 IT Services

• Providing technical support for DoE purchased (and therefore managed) devices only.

• Providing assistance with wireless connection technical issues, such as to ensure that the student’s device connects to the DoE Wi-Fi network, for parent/student purchased BYOT devices.

3.6 Parents

• Accepting that the primary use of BYOT while at school is for educational purposes.

• Understanding and signing the school’s ICT Acceptable Use agreement/guidelines at least once per year.

• Ensuring appropriate use of devices and being ‘cyber safe’ is discussed regularly with their child.

• Ensuring their child understands their responsibilities when accessing and using the department’s ICT facilities and are aware of and adhere to, the ICT Acceptable Use requirements.

• Being aware that approval to connect any wholly owned private device to the school network is at the discretion of the Principal.

3.7 Students

• Demonstrating appropriate and lawful behaviour when accessing and using the school ICT facilities and their own BYOT devices.
• Maintaining school user name and password security.
• Maintaining BYOT device password security.
• Acknowledging and signing the school’s ICT Acceptable Use agreement/guidelines every year.
• Following requirements in any department Social Media policies, procedures and guidelines.
• Ensuring that any electronic devices carried by them onto school premises are stored in a safe place during school hours, in line with any specific arrangements made by the school.

4. Process

4.1 Implementation Processes

Prior to beginning any action or implementation, schools must consider their vision and purpose for pursuing a BYOT programme. There must be a strong understanding as to how BYOT will support learning.

It is critical that schools consider teacher and staff professional learning requirements and capacity to leverage technology for teaching and learning.

BYOT is a learning tool and is designed to augment and enhance student access to devices for digital learning. Schools must ensure appropriate information technology provision outside of any BYOT programme.

A key step in planning a BYOT programme is to engage the school community. A BYOT programme needs full support from teachers, students and parents. Schools must discuss how they will manage their ICT programme delivery with their parent community and seek support of the School Association. The early engagement of the School Association is an important step in planning for the BYOT programme.

Schools need to consider which communication methods (i.e. newsletters, parent information nights etc.) will be required to ensure the school community understands and supports a proposed BYOT programme.

It is important that information regarding a BYOT programme is communicated to parents as soon as possible; preferably well before the start of the school year.

Schools should work with their School Association to develop clear documentation to support and govern the acceptable use of BYOT devices in the school environment — this must be in line with this procedure and related documents.

Wi-Fi access to the DoE Student wireless network is provided throughout all DoE sites including schools.

Schools should ensure that the DoE Student wireless network is configured and has enough coverage and access points to allow WiFi enabled BYOT devices to connect.

The DoE Student wireless network separates all traffic from the rest of the department’s network. This means that BYOT devices cannot access school drives or printers and can only access digital resources as if the student is located at home.

When accessing resources on the Internet all traffic goes through DoE’s web filtering software which filters inappropriate content.

Appropriate virus protection should be considered by all users who connect their device to the DoE Student wireless network.

Other aspects that require consideration before schools implement a BYOT programme should include:

• infrastructure needs – necessary power points, and number and location of wireless access points;
• suitability of physical learning spaces, day-to-day management of student devices – storage, security, charging, support and safety;
• student readiness to follow agreed BYOT procedures (refer to Student expectations and acceptable use); and
• equity issues.

4.2 Access

Schools may, in conjunction with their school community, supply Attachment B – BYOT Device Requirements Checklist to parents, which a parent could then refer to if purchasing a device for their child from normal computer retail outlets, but no particular device is to be mandated for BYOT devices.

A critical consideration for all parties is the capability of the device to support teaching and learning. The following graphic provides examples of what a device can be used for.

Planning must be undertaken to determine the software requirements for students and the opportunities for personalised learning. In addition to the device software or applications, schools need to consider software solutions that support access to existing learning, teaching and assessment platforms both within and outside of the school through BYOT e.g. Fronter, SharePoint or DoE / school recommended “cloud services”.

Schools should consider and evaluate their position on the following:
• Internet access.
• Global Positioning System (GPS) functionality.
• Device password lock.
• File sharing and backup options.

4.3 Curriculum and teaching

A key advantage of BYOT is that students will be using a familiar device for learning at school as at home that is self-supported or with the help of a parent or family member.

Increased access and use of technology for learning can support and engage students through:

• Providing anywhere, anytime learning
• Supporting teacher innovation and capacity building
• Supporting the development of 21st Century skills and capabilities
• Connecting parents with their child’s learning
• Personalising learning to meet the needs of all students, including the gifted and talented and students with high needs.

Technology alone will not improve learning; it must be combined with quality learning design, and skilful teaching. Software, tools and resources to suit pedagogical practices requires careful consideration by schools.

A BYOT programme must support, facilitate, increase and accelerate learning – BYOT device functionality should not drive educational planning.

BYOT provides the opportunity to enhance learning by freeing learners from the restrictions of a typical classroom; however, schools should also recognise and consider the limitations of smaller or less powerful mobile devices as learning instruments. For example, more powerful devices are required for students to become sophisticated users of technology in areas such as Computer Aided Design (CAD), digital art, video production, audio production, web design and computer programming.

A BYOT programme requires significant curriculum support and design in order to take full advantage of the technology. (See below for support options.)

Schools and teachers must plan for the effective use of BYOT in the classroom and other learning environments. Planning should be informed by the relevant curriculum document (i.e. The ICT General Capability of the Australian Curriculum, the Early Years Learning Framework; individual Australian Curriculum subject documents, especially the Australian Curriculum: Technologies, and appropriate TQA and VET courses).

Additional curriculum-based support for schools and teachers engaging in a BYOT programme is available in the form of:

• Professional Learning Institute Programmes
  o Blended Learning Principles and Pedagogies
• Curriculum Services
  o Canvas and Blended Learning training and support
  o Curriculum Support Centre (Australian Curriculum)
  o DoE Canvas virtual learning environment
• Marketing Services
4.4 Cost, levies and procurement

Schools must ensure that their BYOT model conforms to the requirements of the School Levies and Charges Policy.

Schools should not include the cost of purchasing student owned devices or software for them within general levies. This means that if a co-contribution model is used, where the school and parents share the cost of a device, the parent contribution towards the device is not to be included in the levy.

Schools must be clear to students and parents that those who opt not to participate in BYOT will still have access to school owned ICT, although these may be restricted to use within the school only and not taken home (individual school decision).

If school owned devices are made available to students as a free loan unit, then all procurement of these devices must follow existing government procurement procedures and be purchased via existing government purchasing contracts.

Schools must not recommend a particular device, service or supplier as this is a parent decision/choice.

Schools should provide the 'Bring Your Own Technology Device Checklist' handout (last page of these BYOT Procedures) to students and parents to assist them with their device selection.

4.5 Security and storage

Schools must ensure that any BYOT device connects only to the DoE_Student wireless network.

Schools may have to consider the implications of access by students to networks other than the DoE which may not apply the same level of security / web filtering.

Schools must consider how devices will be securely stored when not in use and consider any risk for personal property brought onto school premises. The department does not accept liability for loss or damage to private property or personal effects used or stored in buildings owned or used by the department. This should be clearly communicated to the students and parents as part of any school BYOT policy.

In cases of malicious damage or theft of another student’s device, existing school processes for damage to school or another student’s property apply.

Consideration must be given to the safe and secure sharing and storage of data. Secure online sharing and storage is available via the department’s Microsoft Office 365 service.

4.6 Student expectations and acceptable use

BYOT means students bring their own devices of choice to school for educational purposes. In the classroom, students should use devices responsibly, and only with the permission and direction of the teacher.

Schools must make it clear to students and parents what, if any, battery charging facilities will be available at the school. It should be recommended that charging is to be done at home unless there will be some spaces for students to charge BYOT devices at school.

Schools must ensure that ICT User Agreements (Primary and Secondary) include BYOT statements and are signed by both the parent and student who have been made aware of consequences resulting from the inappropriate use of BYOT devices.
Students must be aware of the importance of courtesy, consideration and respect for others whenever they are using a BYOT (or any) device.

Schools must consider how their BYOT approach applies in wider contexts including school excursions, camps and extra-curricular activities. The discretion of these considerations is for the school to decide whilst taking into account the limitation on the available network access technology.

Schools must implement a Cyber Education Programme for students and the wider school community, e.g. https://www.education.tas.gov.au/Students/schools-colleges/Pages/Cyber-Safety.aspx

4.7 Departmental ICT support

DoE purchased (and therefore managed) devices will have full support of local ICT staff. For parent student purchased BYOT devices, DoE IT support staff will provide guidance with wireless connection technical issues, such as to ensure that the student’s device connects to the DoE_Student wireless network only. All configuration or software changes to the BYOT device need to be undertaken by the student.

The following general information will assist users in accessing the wireless network.

Wireless network (SSID): **DoE_Student**
Username: Your Education network student username
Password: The password you use to log in to computers, email, etc.
Wireless Security: **WPA2 Enterprise**
Authentication: **Protected EAP (PEAP)**
Inner authentication: **MSCHAPv2**

DoE IT support staff will not undertake any software installs or configurations or any mechanical repairs of parent/student owned BYOT devices. All students are responsible for the safe keeping of their own or loan devices, and any software installs, repairs or technical faults will need to be addressed under the terms of the warranty. For student/parent owned BYOT this means that parents are responsible for having devices repaired.

5. Related policies

- Bring Your Own Technology Policy (TASED-4-6234)
- Conditions of Use Policy for All Users of Information and Communications Technology (TASED-1797567314-10570)
- Respectful Student Behaviour Policy(TASED-1797567314-9423)
- Personal Information Protection Policy (TASED-4-6980)
- Professional Learning Policy (TASED 4-1191)
- School Levy and Charges Policy (TASED-4-1252)
- Social Media Policy (TASED-4-4792)
- Web Filtering Policy (TASED-4-1878)
- Right to Information Policy and Procedures (TASED-4-1239)

6. Related procedures

- Use of Department of Education Data and Information Procedure (TASED-4-3867)
7. Supporting information/websites

- Cyber Safety Resources
- Departmental Guidance for Intellectual Property and Copyright
- [ICT Security Guidelines] (in draft)
- ICT User Agreement - Conditions of Use of The Internet [KB0015350]
- ICT User Agreement - Guideline for Employees [KB0020862]
- ICT User Agreement - Primary School Students [KB0015348]
- ICT User Agreement - Responsible Use Letter to Parents for Primary Students [KB0015369]
- ICT User Agreement - Secondary School Students [KB0015349]
- ICT User Agreement - Use of Mobile Telephone Resources Guidelines for Employees [KB0015335]

8. Legislation

- Employment Direction No. 12 (ED No. 12): Internet and Email Use

9. Definitions

**Bring Your Own Technology (BYOT) device**
Any electronic device such as, but not limited to, mobile phones, music and video players, still and video cameras, voice recorders, instant messaging services, GPS systems, handheld games systems, smartphones, app-based tablets, netbooks, ultrabooks, laptops, tablet PC or computers.

**Information and Communication Technology**
Technology devices provided by schools.

**Levy/levies**
A financial contribution by parents relating to costs associated with each student’s education programme, e.g. books and classroom materials.

**Parent/s**
Includes guardians/s or other person/s having the care and control of a child.

**Platform**
Refers to an underlying computer system on which application programmes can run e.g. virtual learning environment (VLE) and cloud services.

**School/s**
Includes early years settings, schools and senior secondary schools (colleges).

**School Association**
Includes parents, students, staff and members of the broader community.

**School Association Committee**
The elected representative group made up of members of the School Association.
**Authorised by:** Trevor Hill, Director Information Technology Services

**Contact:** Information Technology Services, Service and Help Centre.
Request assistance online at help.education.tas.gov.au or email ITS.HelpCentre@education.tas.gov.au.
For urgent requests telephone (03) 6232 7799.

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