

Our Vision for Learning in the 21st Century

A guide for parents and carers for the use
of iPads as learning tools

St Philip Neri Year 5 and 6

1:1 iPad Program



Dear God,

*Change comes unbidden, and at times, unwelcome;
there are many challenges to be faced and
overcome. Change can be daunting and scary.*

*May I be equal to the task ahead of me, ready to
renew myself, ready to take on the new; anxious to
let go of old ideas that no longer fit, moving with
confidence, into the future; our future.*

*Make me strong enough to triumph, flexible
enough to grow and change as needed, optimistic
enough to see the new opportunities, and
discerning enough to respond. The only absolute
truth we know is in You.*

Amen



Dear Parents and Carers,

After extensive research, our school believes we are ready to share our vision for learning for children and their parents at home and at school. The following pages represent investigation, consideration and learning from what has worked elsewhere (along with what has not been successful) so that together; we can provide the best and most relevant education possible. All that follows has been planned with our children's learning firmly in mind, but also you their parents (our children's first educators) so all can engage in learning that only a short time ago would never have been possible.

At SPN, we will move forward with a 1:1 iPad program, beginning in 2019 in Years 5 and Year 6. This booklet provides detailed information relating to the proposed 1:1 program. It includes:

- Principal's Introduction
- What we know about technology's place in learning based on experience and research
- How we plan to support our children
- How we plan to support parents – providing you with a window to our children's learning on a daily basis.
- How we plan to support our staff
- A brief outline of the features of designated iPads that will be required in the 1:1 iPad learning environment.
- Naming the responsibilities of students, parents, school and system
- Addressing anticipated questions raised by parents and carers

We look forward to working closely with our parent community

Kind regards,



Fiona Bylsma
PRINCIPAL

Principal's Introduction

St Philip Neri Catholic School at Northbridge prides itself on providing quality learning and teaching to foster in your child academic and human excellence. We aim to provide our students with an environment that recognises that children learn best when they are engaged with real world, authentic tasks, involving problem solving and collaboration with peers on interdisciplinary, research based tasks, where the teacher's role includes that of coach and facilitator and students are empowered to take responsibility for some of their learning. We encourage student responsibility for their own learning in an environment of support and partnership between teachers and parents. As such, student learning and achievement is a huge priority. We are also aware that the closer we can work with parents and carers, giving each a direct insight into learning on a daily basis; we multiply achievement and success for our children.

Within this context, it has become more and more evident that schools are struggling to keep pace with the astonishing rate of change in students' lives outside of school. Students will spend their adult life in a multitasking, multifaceted, technology-driven, diverse, vibrant world – and they must be equipped to do so. We also must commit to ensuring that all students have reasonable access to this technological world. As writer Alvin Toffler points out, ***"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."***



We therefore recognise that the tools for learning must always be available where students work, when they need to use them and not simply when they might become available. We can no longer even imagine a world of work where executives, engineers, administration assistants, and salespeople all wait at their desks for their occasional opportunity to use their tools to work. The days of students waiting for their turn with technology tools must likewise end.

As Principal at St Philip Neri, I feel very privileged to lead our wonderful community. I seek to provide the best opportunities and most relevant education possible. Our 1:1 Stage 3 iPad program in itself will not provide this alone. It is our close and ongoing partnership between parents and teachers with the children at the centre – and the tools for learning on hand, that together will give our children their best chances for success now and into the future.

Yours Sincerely,

Fiona Bylsma

What We Know



“Schools exist in a world radically different from the world that existed when the system of schooling currently in place was invented. Information and Communication Technologies (ICT) have played a critical role in worldwide changes that have occurred in the last few decades.” (Moyle, 2010)

What current research and experience tells us

We know that technology provides opportunities to build general competencies and encourage children’s development as independent problem-solvers within today’s world. We know that learning is personal, driven by the interests, enthusiasms and passions of the individual.

The new Australian Curriculum places specific emphasis on building innovative capabilities in children, which include:

- Literacy
- Numeracy
- ICT Capabilities
- Critical & Creative Thinking
- Intercultural Understanding
- Ethical Understanding
- Personal and Social Capability.

(from www.australiancurriculum.edu.au/GeneralCapabilities/Overview/general-capabilities-in-the-australian-curriculum)

[Click here](#) to watch the clip: “*Did you know? 2016*” ...to get a snapshot of our changing world.



Technology works best when we are able to achieve things that would not have been possible without it.



Technology enables learning to take place anytime and anywhere. Learning in school is extended and supported by the use of new technologies that enable students to continue learning beyond the school walls, and acts as a link between formal and informal learning.



“The principal goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.” (Piaget)

Changing the Landscape for Parents & Carers

Everything we do at St Philip Neri is for our children and they are firmly at the centre of this initiative. But we strongly recognise the critical role of parents and carers in making a huge difference to children's achievement. Our 1:1 iPad program initiative squarely seeks to invite parents into day to day contact with their children's learning. *"We know that parents want to, and have the capacity to be engaged in their children's learning and well-being when given knowledge and strategies along with opportunities to build collaborative trusting learning partnerships."* ([Broken Bay Diocesan Parent Council 2015](#)). This is where the transfer of an iPad from school to home each day brings so much opportunity.

Supporting Parents & Carers in their Learning

We know for many of our parents – it is a little scary to consider their child may be learning skills and having experiences foreign to their generation. Whilst we don't seek to limit what children can learn according to what parents and teachers already know, we do recognise the need to keep parents abreast of new developments in using the technology – and how learning could be impacted by what children know. We regularly run a range of parent information sessions and open classrooms, not just for the technology agenda, but on a range of fronts. As we progress with the 1:1 initiative, we plan on running information sessions and open classrooms where parents have the opportunity to be involved in their child's learning.

In order to best prepare students for life in the future they need to learn with the tools of the present.

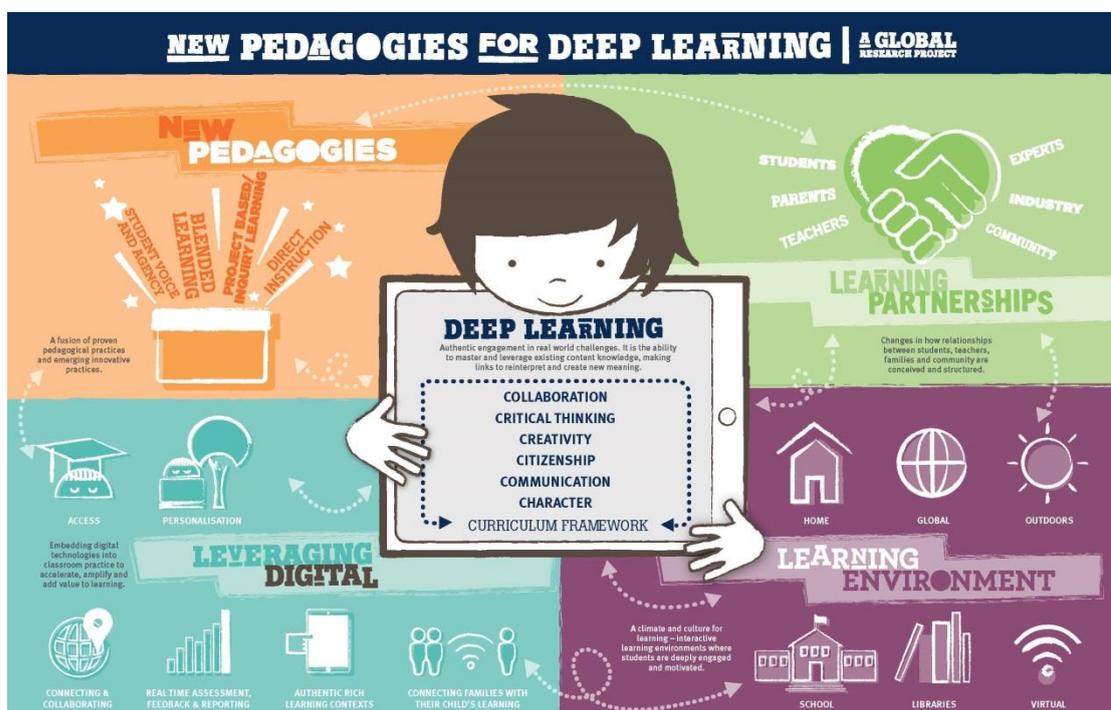
Our children will be entering a very different workforce to the one that exists now

***"With the advent of the information economy, "IT literacy" is becoming the 4th R of the basic competencies every individual needs."
(Moyle, 2010)***

Our children are “digital natives” who have only ever known a world with Google, Wikipedia, apps, mobile phones and high-speed internet. Our role as educators is to use our expertise in the field of teaching and learning to help students use technology to find, access, manage and create information critically, ethically and innovatively. In our diocese, teaching and learning centres on the Broken Bay Learning Principles. These principles enable our learners, to not only work collaboratively, but to be creative, innovative, deep thinkers who take risks and learn from their mistakes. In addition, our students are given challenging tasks which are meaningful and purposeful.



St Philip Neri is now part of a global network of schools exploring New Pedagogies for Deep Learning and beginning to track student learning competencies in Creativity, Communication, Citizenship, Critical Thinking, Character and Collaboration. This process, is very much underpinned by the use of digital technologies and interactive learning environments, two components that complement our 1:1 iPad program.



TEN SKILLS FOR THE FUTURE WORKFORCE



1 SENSE-MAKING

DEFINITION: ability to determine the deeper meaning or significance of what is being expressed



3 NOVEL & ADAPTIVE THINKING

DEFINITION: proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based



5 COMPUTATIONAL THINKING

DEFINITION: ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning



7 TRANSDISCIPLINARITY

DEFINITION: literacy in and ability to understand concepts across multiple disciplines



9 COGNITIVE LOAD MANAGEMENT

DEFINITION: ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques



2 SOCIAL INTELLIGENCE

DEFINITION: ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions



4 CROSS-CULTURAL COMPETENCY

DEFINITION: ability to operate in different cultural settings



6 NEW-MEDIA LITERACY

DEFINITION: ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication



8 DESIGN MINDSET

DEFINITION: ability to represent and develop tasks and work processes for desired outcomes



10 VIRTUAL COLLABORATION

DEFINITION: ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

Future Work Skills 2020 Summary Map (2011).

www.iftf.org/futureworkskills

Research consistently demonstrates that every aspect of successful teaching and learning can be supported by the effective use of technology in the classroom and at home.

“We need technology in every classroom and in every student’s and teacher’s hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world.” (David Warlick)

“Simply being able to use technology is no longer enough. Today’s students need to be able to use technology to analyse, learn and explore. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric for their communities” (International Society for Technology in Education).

How we Plan to Support our Staff

There is overwhelming evidence from successful schools (as well as those who have failed) that the greatest predictor of success in any digital initiative is the level of strategic support and professional learning that can be offered and tailored for all staff members. Multiple sources of research exist which indicate we set ourselves up for failure if we do not make this one of our highest priorities.

We know that all schools have staff at varying levels of confidence and skills in digital technologies. This in itself is not an issue if the mind-set and attitudes are positive – and there is a willingness to embrace personalised learning in context to support the children in the class. We are blessed at SPN to have a group of staff who, whilst at differing skills, recognise the need to support our children this way and learn accordingly. The response to the directions outlined in this proposal has been overwhelmingly positive – and this is largely due to the level of confidence that each will be supported in a way that respects the myriad of demands and expectations of teacher’s time. We are very fortunate to be part of a community where staff understands this – indeed without this level of willingness, we could not be making this proposal to parents and carers.

Our first steps have been to build and develop internal expertise and leadership. Our professional learning strategy then builds a range of successes across the school in which our culture of sharing and collaboration builds on – and delivers this at classroom level. It is important to note – the learning will NOT be simply about technical skills – it is provided in a context of enhancing the learning environment of the class across normal curriculum. We are not teaching a new subject to our teachers – just ways to use these tools to seriously enhance the delivery of existing subjects.

Using technology to enhance learning will be most successful when both staff and students see themselves as learners who are open to the use of technology as a learning tool.

Why we have gone with iPads?

There are many ways we could have taken our pathways – and indeed we are only too aware there are a range of Android tablets – not to mention laptops we could be asking our community to invest in. Some at surface level – are indeed cheaper – yet we have sought to consider the best value and maximum outcome for our children and community.

The iPads offer the easiest opportunities for children to access data and Wi-Fi networks and to immerse themselves in learning in any location at any time. Instant access to the worldwide web, collaborative tools, and a variety of apps, coupled with the ability to customise the presentation of information (eg voice-over; larger text; subtitles etc.) will allow for more personalised, productive and creative approaches to learning. In addition, iPads are an extremely portable device and in researching successful schools elsewhere, there is evidence that iPads can be easily transported to and from school in a school bag, and stored easily in classroom spaces. The portability, size, intuitive use, speedy access, creative options and variety of cost effective software contributed towards preference for the iPad in our primary school setting. We have appreciated the technical specifications of the iPad such as a battery life that lasts a whole day of use, a fast and smooth operating system, built in camera, Bluetooth, speakers and microphone.



Laptops and Chromebooks still remain an important resource in our school for children – the iPad does not serve as a laptop and complements those we continue to use - it doesn't replace them. Additionally, our extensive research indicates that much more is possible with redefinition educational apps than merely substituting with laptops.

2019 in Year 5 & 6

2019 is earmarked as the year for change. If your child will be in Year 5 or 6 in 2019, we are asking you to commit to a technology fee to enable us to provide your child with a 1:1 device. In future years, students will acquire their iPad to begin Year 5 and this will travel with him or her to Year 6.

Which iPad?

The CSO ICLT Services Team has sought to support our school with 1:1 devices from its internal Mobile Device Support (MDS) Team. The MDS Team has extensively researched options that can be supported and sustained.

Configuration

iPad (6th Generation) with case
128GB of storage
Wi-Fi only
Apple Pencil

1 gigabyte (GB) = 1000 megabytes (MB); 1 gigabyte (GB) = 1000 megabytes (MB) an average song takes up about 4MB of space. Some apps can take up to 500MB (half a gigabyte) of space.

The Technology Fee

As buying a device outright with these specifications is a substantial commitment for our families, the CSO has negotiated with Apple for schools to lease these devices at a significantly lower fee than buying them outright. Each child will be charged a \$250 technology fee each year which can be paid in instalments throughout the year. Students will have exclusive access to their device and will be able to take it home for homework tasks. At the end of the two years (or one year in the case of Year 6 2019), the students will return the device to the school.

There are many benefits of a technology fee arrangement over BYODD.

- Parents will not need to purchase a device. The school will supply the device complete with case, Apple Pencil
- This arrangement represents a substantial saving to parents
- Parents will not need to buy and install apps. Children cannot add their own apps to the device as it is managed by the CSO
- The device will be insured when it is being used at school
- As the device is managed by the CSO, more safety filters are in place

Please note that under this arrangement, the iPad or Apple Pencil will be insured by the school whilst it is on the school premises. If it damaged in transit to or from school, or while it is at home, the responsibility falls on the parent. The parent will be required to pay for any repairs or replacement of the device if it is damaged, lost or stolen outside the school.

Our responsibilities

...students, parents, school, diocese

St Philip Neri's believes learning ethical online behaviour is essential in the lives of our children and is best taught in partnership between home and school.

Children today spend increasing amounts of time with online learning and socialising. These online communities need digital citizens who know how to do the right thing by themselves and others online, and practise this, even when no one is supervising them.

While at school

Students will:	The School will:
Ensure iPads are fully charged before coming to school each day	
Have all equipment well labelled	
	Have required apps loaded, updated and ready to be used
Choose to use appropriate apps and sites for learning	Provide appropriate choices in apps that represent good value and maximise learning and creative opportunities Provide opportunities for staff and parents about uses of technology to inform and create learning
Remember to build in time for rest from screen time	Ensure an appropriate balance between on- screen and off-screen time each day by making use of a range of materials and spaces in learning experiences
Use collaborative sites for positive communication or comment	Reserve the right to remove inappropriate comments or uploads
Report issues or concerns with technology to staff	Work with CSO ICLT Services Team to address issues and concerns
Take care of all technology and be held accountable for any damage that occurs both inside and outside of school	Work in partnership with parents to help children recognise the privileged position they are in and to help develop personal responsibility for care of expensive resources
Take care to place the iPad on stable surfaces, and carry it with care	
Not share passwords or private information with others	

St Philip Neri is part of the system of schools in the Diocese of Broken Bay. Our schools are supported by an ICLT Services Team, located at the Catholic Schools Office (CSO) in Pennant Hills. The ICLT Services Team manages, controls and is responsible for the availability of services and information access across all schools in our diocese.

Their responsibilities in St Philip Neri’s 1:1 iPad program will include:

- Configuring the iPad so that it can join our dbbmobile network, which will allow students to access the internet whilst at school, within a managed environment designed to minimise risk
- Providing technical support and expertise to the school
- At school, iPads will be used to support teaching and learning

Use of iPads **outside of school hours** should be subject to parental supervision in the home. St Philip Neri does not accept responsibility for monitoring the manner in which the device is used after hours as the internet filters that are in place at school are not necessarily the same as at home.

These guidelines may help you manage your child’s use of his/her iPad at home:

You can	The school can help by:
<ul style="list-style-type: none"> • BE INFORMED about the risks and benefits of internet access. • Discuss the importance of keeping personal information and photos in safe spaces on the internet. • Set guidelines about “friends” your child can collaborate and communicate with via the internet. 	<ul style="list-style-type: none"> • Providing parent workshops • Sharing information with parents via school website and newsletter
<p>Ensure your child’s use of their iPad is IN VIEW</p> <ul style="list-style-type: none"> • Set guidelines about your child’s internet activity taking place in public areas such as your kitchen bench or living area. • Store and charge the iPad in a public space overnight, rather than in your child’s bedroom. • It is easier to be informed and interested when you can see how your child is using the iPad – What sites are they visiting? What games are they playing? What are they creating? 	<p>Suggesting and making use of appropriate apps and websites</p>
<p>BE INTERESTED</p> <ul style="list-style-type: none"> • Ask your child to show you their work on the iPad and in the cloud (eg. Google Drive etc.) • Make use of some of the apps that your child is using 	<ul style="list-style-type: none"> • Including parent access to learning spaces • Suggesting appropriate apps and websites • Provide best practice on cyber safety options • Presenting student led showcase evenings and/or workshops

Common-sense media agreement (Yr 5 – Yr 6)

At St Philip Neri, iPads, computers and the internet are used to enhance teaching and learning through the use of digital communication and technologies for communicating, publishing, researching and learning.

This 'Common-sense Media Agreement' is to be signed annually by students (and co-signed by parents) to remind them of their responsible use of technology. Violation of this agreement may result in loss of access to technology for a period of time.

I will...

1. Stay safe

- I will not create accounts or give out any private information – such as my full name, date of birth, address, phone number, or photos – without my family's permission
- I will not share my passwords with anyone other than my family. I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles
- If anyone makes me feel pressured or uncomfortable, or acts inappropriately toward me online, I'll stop talking to that person and will tell a friend or family member I trust about it

2. Think first

- I will not bully, humiliate, or upset anyone online – whether through sharing photos, videos, or screenshots, using rude, threatening, abusive or disrespectful language, spreading rumours or gossip, or setting up fake profiles – and I will stand up to those who do
- I will not post anything online that is illegal or dangerous and could harm the reputation of myself and others
- Whenever I use, reference, or share someone else's creative work online, I will give proper credit to the author or artist
- I will only use the iPad/computer for the task I am meant to be doing, I will only access information that is useful to me in my learning and will only use apps/software that have been approved by the teacher
- I know the school may check my files and monitor the websites I visit
- I will not copy other people's work and call it my own, including pictures and information I have found on the internet.

3. Stay balanced

- I know that not everything I read, hear, or see online is true. I will consider how reliable a source or author is
- I will help my family set media time limits that make sense, and then I will follow them
- I will be mindful of how much time I spend in front of screens, and I will continue to enjoy the other activities – and people – in my life.

4. My family agrees to . . .

- Talk with me about what worries them and why, show interest in my learning and determine the boundaries for use at home
- Talk to me about my interests and help me find media that's appropriate and fun
- Understand that the school will take all reasonable precautions to ensure that I cannot access inappropriate materials but it cannot be held responsible for the material I access through the internet
- Support the school if iPads/computers are confiscated if one of the rules above is broken.

Frequently-asked questions

*Please take some time to read through the following anticipated and expected questions .
You may still have further questions and we will endeavour to address these also.*

Can I use the iPad I already own?

No. As we have entered into a contract with Apple, the CSO has agreed that it is a one in all in agreement.

If the school believes tablets are necessary, why aren't they provided by the school?

St Philip Neri has invested through school funds, supplemented by fundraising, the limited number of devices we already have. This has enabled an Infants bank and a Primary bank of iPads to be purchased – but not allowed us to expand as we now believe is needed. Simply maintaining our existing smaller number of devices over time would still remain a serious commitment. Additionally, we have many other important priorities to manage and cannot financially sustain continued purchase and maintenance of iPads for all students over the long term.

What apps will need to be installed on the iPad?

Class teachers aim to make appropriate choices in apps that represent good value and maximise learning and creative opportunities. Some apps will be paid apps, while others will be free. A few further apps may be required as the year progresses. These will all be added to the device by the school. Parents are not required to add any apps to the iPad at any time.

Can we download other apps onto the iPad?

No. As the device is managed by the school, you will not have access to the iTunes Store from home.

We are aware that iPads do have the potential to be an easy distraction for a disengaged student, so we will work with students, in partnership with their parents, to help them develop the important life skills of self- discipline and focus. Students will be reminded of the privileged position they are in, and will constantly be made aware that they are expected to act responsibly with iPads at all times.

What about my child in Kindergarten, Years 1, 2, 3 or 4?

The school purchased iPads which Year 5 and 6 currently have access to, will be more accessible for the other grades. This is an important strategy as our approach is whole school and will enable a seamless integration into the later years.

What happens if my child's iPad is lost or damaged?

If the device is damaged at school, the school will organise the repairs. Loss of or damage to the 1:1 iPad will be your responsibility when the device is at home. The school can support outsourcing to repairers or replacement services, as well as using options from local stores. You will need to contact your insurance provider to determine who will cover the cost of these services – you or your insurer. Your child will need to make use of other digital and traditional resources available in the classroom while their iPad is unavailable due to repair.

What happens at school if my child does not have his/her iPad with them that day, or it is not charged?

If a child forgets his/her iPad, they will need to make use of other resources within the classroom for that day.

How will the iPad be transported between home and school?

The school will work in partnership with parents to remind children of their responsibility about ensuring the safety of their iPad by using it on safe and sturdy surfaces at school and home; and how to use the cover/case when transporting it. An iPad should easily be able to fit in one of the two compartments in the SPN school bag.

What about bus travel and potential for damage to and from school when I'm not there to supervise?

We recognise some parents will feel nervous about possibilities of damage during transit. Successful schools have ensured a well drilled and monitored procedure of student storage with clear and explicit expectations – and other students to monitor and report those who break the rules, have virtually stopped any instance where the device has been misused in transit. We plan utilising these same strategies, making our expectations very clear, following up regularly and responding quickly to any student who takes their device from their bag in transit to and from school. Students will be supervised closely in packing their bag in class each day and will be expected not to remove it until home or school.

What technical support will be available?

We encourage students to build their own self-supporting problem-solving capabilities, and use them as the first attempt to resolve any difficulties they are having with apps, or the iPad. (Making use of Google and YouTube has helped build these capabilities, as has sharing the expertise that currently exists in our students and staff.)

The CSO ICLT Services Team will be providing support for 1:1 devices from its internal Mobile Device Support (MDS) Team. The MDS Team has employees who are assigned to the North Shore as MDS Specialists who will be responsible for ensuring the devices can connect to and operate on the DBB network as expected. Additionally, the MDS Specialists will be able to assist with application issues and professional learning for teachers/ students where requested.

Will there be an increased homework load? Will my child have no break from school?

We encourage parents to negotiate with their child about boundaries regarding screen time at home. Homework expectations won't shift in amount through this program. We do however seek to provide an evolving online learning environment for parents to access. Over time, we expect parents to see much more of what children are learning in homework, and indeed at school, and will be able to engage positively with their children's learning in class through these digital tools.

We hear a lot about the dangers of too much screen time for children – won't this program cause this to happen?

St Philip Neri has always sought to provide a balanced and healthy learning environment – which includes a range of ways to learn, including the need for physical activity and other learning experiences. The 1:1 iPad program does not change this emphasis – indeed the last thing sought would be 100% screen time. What we do seek however is to have the tools for learning available as needed, where momentum for learning won't be lost in waiting for devices to be available – or

in other circumstances of lost work from access to other users. This is one of the biggest frustrations in sharing devices which were intended to be personal.

Our finances are such that we don't think we can afford the technology fee. What are our options?

As has always been the case, the school is very sympathetic to genuine hardship and supports families who are not in a position to afford the full costs of Catholic education. Such conversations are always respectful and in those cases, we ask you to please contact Ms Fiona Bylsma.

I am worried about basic skills being lost.

We believe that taking advantage of learning opportunities that technology offers will support and enhance the quality of teaching and learning that St Philip Neri prides itself on. This includes development of a wide range of skills including and beyond basic skills. We have accessed research, and found even in our pilot program here, that basic skills have been actually enhanced rather than diminished.

What about handwriting and other similar skills?

We expect that students will still learn and practise their handwriting skills as a constant. The initiative does not replace other important curriculum and life skills. Our Year 5 and 6 classes will still have exercise books as normal – complemented but not replaced by the iPads. Teacher instruction and monitoring of such skills continues as it always has.

Are students allowed to play non-educational games on the iPads at school? No.

What if someone else breaks your iPad?

Just as if someone broke your personal property now, the same natural consequences would apply and the leadership team would be involved. Leadership would investigate the situation and work with students and families to come to an acceptable resolution.

What about safety and security in school?

iPads will be kept locked inside your classroom during fruit break and lunch or if children are all out of the room for any reason eg Music. For this reason, the teachers will no longer allow students to return to classrooms during recess or lunch to collect hats etc.

What about cyber safety, ethical online behaviour and the potential for online bullying?

Our school has continued to proactively address through its program of Personal Development & Health, a culture to prevent inappropriate behaviours – and empowerment of children to seek support when such instances occur. Inappropriate online behaviour at school can be tracked in some circumstances – but ultimately we seek to work closely with parents to promote a culture of responsible supervision – where we support our children's health and well-being on all fronts.

What do I do with my iPad during the school holidays?

During the school holidays and over the Christmas break, the iPads will be safely stored at school. This will reduce any accidental damage or loss and inappropriate activities during extended periods away from school.

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