Guidelines for parents: managing iPad use outside school

Background information about the iPad program at Christ Church is provided at https://www.ccgs.wa.edu.au/learning-at-christ-church/ipad-program. Parents should ensure that they are familiar with the information provided, including the school rules in regard to iPads; the acceptable use policy and the charges for damage to the device.

Teachers, parents and students all need to work together to ensure that the iPad is used in a responsible way to achieve the objectives of the iPad program: in particular, to enhance learning and communication.

The following guidelines are provided to parents to assist them in managing their son’s iPad use outside of school:

iPad use at home

- Set the expectation that your son is always expected to comply with your requests and instructions in regard to their iPads. The iPad is school property; both parents and teachers therefore have every right and responsibility to control and monitor its use.
- Establish house rules about the use of the iPad in the evenings; avoid disturbance to your son’s sleep by collecting his iPad/ phone etc at a stipulated time each evening and returning them to him in the morning.
- When the iPad is in use, instruct your son to set it up in a ‘triangle’ formation; this is the most sound ergonomic way of viewing the iPad, as it places the least amount of stress on neck, shoulders and back.
- If you suspect that your son has material that breaches the acceptable use guidelines, the iPad history can and should be checked (this can be done by opening the Safari app from the home screen of the iPad; at the bottom of the navigation screen, hold down on the ‘back’ button)
- If you notice your son ‘swiping’ between screens as you approach, it is likely that he is doing something that he should not be doing. You should check what other screens he has open and can do this by taking the device and swiping left or right with four fingers to switch between apps.
- It is important that boys achieve a balance between handwriting and iPad use; boys are asked by their teachers to complete a significant proportion of their work in their own handwriting, even though they can create documents so easily on the iPad. Writing by hand is important because research indicates that it is helpful to understanding and retaining information, and because most external assessments are still completed by hand.
- Keyboarding – keyboarding is a desirable but not essential skill and as such it is not taught during school time. There are many facilities for learning to type including online lessons (for example typing.com), holiday programs and/or courses (such as UWA or keyfast.com.au)
- Good document and backup management skills are essential. For standard office documents in 2016 students are encouraged to use office 365 and OneDrive which automatically syncs documents to the Microsoft cloud. For apps that do not support OneDrive, manual backups are recommended via email or Airdrop.
• Students have been instructed in email etiquette, including the use of formal salutations and language in emails to teachers and reasonable expectations in regard to the speed of teachers’ replies. Many teachers will use email as a communication tool on a regular basis, so it is important that boys check their email regularly, open and store attachments and respond appropriately when required.

• iPads should not be used where food/drinks are being consumed, as expensive accidental damage is likely. Your son should not have his iPad open or in use as he walks around, as this also makes accidental damage more likely.

Note: Dealing with fears of addiction: if you have concerns that your son is constantly absorbed in or distracted by the iPad or other electronic device/s, advise his tutor and head of house of your concerns. Note how much screen time he has per day outside of school and ensure that you are helping him to manage a healthy balance.