

PARENTS SAY

THE OFFICIAL PUBLICATION OF THE SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES INC.
VOL. 41 NO. 4 | NOVEMBER 2018



**SAASPC
CONFERENCE**



PRINT POST APPROVED 100000239

SOUTH AUSTRALIAN ASSOCIATION OF SCHOOL PARENT COMMUNITIES

HIGHLIGHTS 2017-2018

This year we turned 60!



Executive committee

met 10 times this year

Jenice Zerna	President / Treasurer
Ruth Lenton	Metropolitan Vice President
Jenny Polley	Country Vice President
Leanne Sheard	Secretary
Judith Bundy AM	Magazine Editor

Conference 21-22 August 2017

Andrew Fuller was our guest speaker – held in Berri to celebrate our beginnings in the Riverland



Forum on canteens 19 June 2018

'So much information – very useful'

Our website has great resources – check it out

www.saaspc.org.au

We are on social networking – join us



We represent parents on...

Dept for Education Parents in Education (PIE) Week Reference Group
SA Dental Service Consumer Advisory Panel
SACE Board Parent Associations Group
Australian Council for Children and the Media Executive Committee

Parents Say magazine

Published quarterly and sent to all SA government preschool and schools



We have commented in the media on...

New drug policy in schools
Bullying and violence in schools
Purple day
School reports increasing burden on teachers
School fundraisers
School enrolment zones
Teachers who have been disqualified by TRB
Alcohol supply to students at home
Students reading books inappropriate for age

We have run free information sessions on...

Responding to abuse and neglect: education and care information sessions for volunteers (46 sessions) 'This session was more informative than any I had attended in my many years as a teacher'

Principal / preschool director panel selection information sessions (13 sessions) 'Great to have parents presenting to parents – very professionally done'

We have been to...

Public education awards
National schools forum, Melbourne
Premiers Reading Challenge awards
Wakakirri presentation
Early years consultation, federal Dept of Education
De Lissa oration, SA Commissioner for Children
Dept for Education Morning tea for volunteers

Thanks to...

Minister for Education Hon John Gardner, former Minister Hon Susan Close and all those working in the Department for Education for the support given to SAASPC
Gwen Secomb, for her long and unstinting service to public education and SAASPC
The thousands of wonderful volunteers in SA public preschools and schools

PRESIDENT'S SAY



JENICE ZERNA
PRESIDENT

Hello and welcome to the last edition of the magazine for 2018, another year has gone by so quickly. We wish all students sitting their exams the very best for now and into the future.

2018 Public Education Awards

Congratulations from SAASPC to the 10 award winners, they were selected from the 1,300 nominations received. The awards were presented on 12 October at the Adelaide Convention Centre in recognition of their dedication and work for our children and public education.

Information sessions

SAASPC continues and will continue to provide its very well regarded information sessions for parents. These include sessions on

- Parent groups and their role in schools
- Parent participation and involvement
- Responding to abuse and neglect – education and care (mandatory notification) – for those volunteering in our preschools and schools
- Merit selection panels for principal and preschool director positions – for governing council nominees and other interested parents.

The sessions are presented by our volunteer officers and are free to all government preschools and schools.

Please do not hesitate to contact us if you would like more information, or to organize an information session or a visit to discuss any concerns or issues that you may have. We are happy to visit you no matter how near or far away you are – distance is no barrier.

2018 in review

As we have carried out our work over the year we have had the opportunity to provide feedback to various discussion papers, attend and participate in many events, forums and meetings eg meetings with the Minister for Education and the Chief Executive Department for Education, various Education Department staff, Parents in Education Week 2018, and Wakakirri. SAASPC also held a forum on canteens in June and our annual parent conference in August – *Online safety: what every parent should know* with three great guest speakers including Sonya Ryan from the Carly Ryan Foundation.

With no staff, the work of SAASPC falls entirely on its volunteer officers and I thank them for their valuable and important work, and the commitment and time that they put in throughout the year to support parents, parent groups, education in general and SAASPC in particular, ensuring that we are keeping the valuable voice of parents heard and alive. And a BIG thank you too to their families for their continued support and patience without which it would be difficult for our officers to continue.

I would also like to thank the many people that we have met with, worked with and who have assisted us over the past 12 months.

From us all at SAASPC, we wish you a Merry Christmas, a safe and relaxed holiday season and a happy and rewarding 2019.

South Australian Association of School Parent Communities (SAASPC)

GPO Box 2126 Adelaide SA 5001 | tel 8272 4640 | freecall 1800 724 640

email info@saaspc.org.au | www.saaspc.org.au | we are also on Facebook and Twitter

**THE HON
JOHN GARDNER MP
MINISTER FOR EDUCATION**



INVESTING IN EDUCATION

As the school year moves into term 4 and the summer holidays are on our doorstep, there is still important learning and assessment to be completed, particularly for students in the most senior levels of schooling. This can be a time of heightened stress for families and it is important to remember that whatever the outcome of the assessment ahead, there are options and pathways for all students.

The Marshall Government recognises that investment in our children and young people is a key driver for South Australia's future prosperity. That's why in this year's State Budget we are investing more than \$1 billion in education capital works projects and recurrent education funding is set to increase by \$515 million between 2017-18 and 2022-23. This will result in record investment in our school system, because the State Government recognises the value of investing in education.

We have established the Literacy Guarantee Unit, hiring 13 new literacy coaches to support schools. There is an investment of \$20.9 million over 4 years to deliver the Literacy Guarantee Package of measures designed to give students the best possible start to their education. We are also delivering evidence-based literacy and numeracy programmes for disadvantaged children in their early years before school and supporting parents with parental engagement resources and free dyslexia workshops.

We are meeting the need for new schools, particularly in the northern and southern suburbs with the acceleration of the building of 2 new birth to year 12 schools in Adelaide's north and south ready for the start of the 2022 school year. The new school in Whyalla will also be ready for the 2022 school year.

Our year 7 students will soon benefit from subject specialist teaching in a high school setting, as anticipated in the national curriculum, ensuring our students are no longer left behind. The full transition will see more than \$40 million per year invested

in our year 7 cohort to reflect that increase in subject specialist teachers.

We are reinvigorating the study of languages in schools recognising its importance in a globalised market. The Budget provides \$12.2 million over four years to support the Government's Languages in Schools initiative, increasing the focus on South Australian children learning a second language.

We have reaffirmed our commitment to providing a fresh start for TAFE and the whole training sector with \$109.8 million over 5 years in additional funds to support continued service delivery, implement a new quality system and ensure compliance with national vocational education training standards. There is also a new \$200 million 'Skilling South Australia' fund to support a substantial boost in traineeship and apprenticeship numbers.

We are investing \$5.6 million over 4 years to implement entrepreneurial specialist programmes in 4 high schools as well as establishing new SACE subjects focusing on business and entrepreneurialism. This significant investment ensures that training will be connected to the needs of the broader economy to lead to real jobs and better investment outcomes.

The Government is taking a strong stance on bullying by increasing resources to help keep our children safer while also addressing the issue of truancy. We have provided \$3.2 million to address bullying, truancy and substance abuse including providing teachers and students with training and support services.

It's been a big first year for the new government, and we're proud of our early achievements but we know there is much more to do.

I wish all families a safe and happy holiday break and I look forward to another wonderful year of education in our schools in 2019.

ANTI-BULLYING STRATEGY

One of our greatest fears as parents is that our child will be bullied and not have the necessary support or emotional resilience to deal with it effectively. When we send them to school or to participate in extracurricular activities we want to know that they are having a positive experience. The sad reality is that bullying does happen, with around 1 in 4 students nationally reporting that they have been bullied in some way.

The challenge for schools and the wider community is to create an inclusive environment where children are safe from bullying. That means ensuring effective responses from those in authority when bullying is taking place. It also requires us to teach children to recognise bullying when it happens and help them to develop the social and emotional skills to effectively problem solve and manage relationships.

Bullying comes in many forms – verbal, physical and cyberbullying – and can have long term effects on those involved. For that reason schools need a range of responses to the different types of bullying behaviours, and to minimise the impact of bullying on children and young people.

As part of the state government's commitment to keeping children safe from bullying, the Department for Education is developing its anti-bullying strategy for launch in 2019. The new strategy will guide the development and delivery of a comprehensive suite of whole of school approaches and initiatives to support schools, teachers, parents and students to identify and address bullying. There will also be resources to assist students in vulnerable population groups who are at higher risk of being bullied.

It will feature a number of school-based approaches, including:

- guidance for schools to develop anti-bullying strategies
- evidence-based anti-bullying resources for schools, including curriculum materials
- training for teachers to better prevent and respond to bullying behaviours
- new resources for teachers, parents and students to help recognise the signs of bullying.

We are currently working with anti-bullying experts, teachers, students and the community to develop these evidence-based responses.



ANN-MARIE HAYES
EXECUTIVE DIRECTOR EARLY YEARS
AND CHILD DEVELOPMENT
DEPARTMENT FOR EDUCATION

A public consultation through a YourSAY survey elicited community views about what schools can do to keep children safe from bullying, as well as how parents, families and the community can help reduce bullying. The YourSAY survey results will help us develop the strategies, programs and materials which we'll be implementing from next year.

We are also holding the Keeping Children Safe from Bullying conference on 5 November. The conference is for educators and people working with children and young people from government, non-government, not for profit and community organisations. Professionals working with children and young people and representatives of community groups can register for the conference on our website www.education.sa.gov.au. The conference will feature international and Australian researchers exploring what works in bullying prevention.

For those who can't attend the event the sessions will be livestreamed, with access via the same web address. As a parent, you are welcome to log into sessions that may interest you.

Professionals working with children and young people and representatives of community groups can also nominate to be a part of a consultation workshop to be held on the following day. The consultation will inform strategies, programs and resources to better support schools, teachers, parents and students.

One of the important elements of the new strategy will be helping parents to recognise when their child is being bullied and to help them respond effectively.

Excellent advice for parents is available from the Bullying No Way! website and I would encourage you to visit www.bullyingnoway.gov.au if you'd like to know more about how to recognise if your child is being bullied and how to respond effectively.

Ultimately we all need to work together to ensure all children are safe from bullying. Schools will play a big part but it will take a team effort.

We look forward to finalising our new approach and working with parents and organisations like yours to make sure we are working together to effectively respond to bullying in all its forms.

BOOK CUP

What is Book Cup?

Book Cup is a competition where you need to read at least one of the five chosen books. Once a date is decided, you must have memorised everything from any books you have read. There are two teams for each participating school; a Social team and a Champions team.

How does Book Cup work?

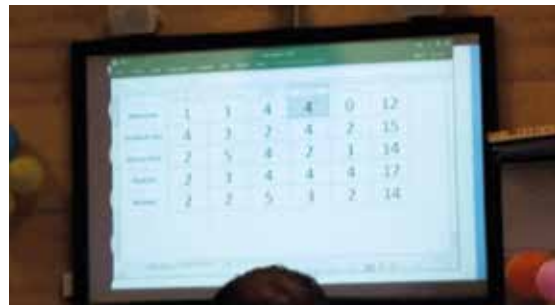
Each school has the same 5 books to read over 10 weeks, then, each school has their own quizzes to see who is in the champion's team and the social team. Once the teams are chosen, they can continue to **refresh** their memories on the books. When the big day arrives, there are 5 questions for each book, whoever scores the most points wins the book cup.

What do you get when you win?

When you win you get your school name on the trophy. Your school is then able to keep the trophy for the year – one for the champion's team and the other one for the social team. You win the trophy by having the highest score in total of all the books.

On 2 July, students from five schools in the northern suburbs of Adelaide got together at Playford Primary School to hold the competition. Students were asked five questions about each of the five books. Congratulations to Playford Primary School for holding the competition and also winning both the Champions and Social team's competitions.

CATHY LOVELOCK
UPPER PRIMARY TEACHER, WASLEYS PRIMARY SCHOOL



YEAR 7 TO HIGH SCHOOL

from <https://www.education.sa.gov.au/sites-and-facilities/year-7-high-school>

South Australian year 7 public school students will be taught in high school from term 1, 2022.

Year 7 students are a part of high school in all other Australian states and territories and this move brings South Australia in line with other jurisdictions

There will be no change to year 7s in the public school system in 2019.

Many South Australian independent schools are already educating year 7s in a high school setting. The Catholic system will be educating year 7s in high school from 2019.

Consideration will be given as to whether some public high schools begin accepting year 7 enrolments in 2020 or 2021. More information will be available on this as the project progresses.

How the transition will work

We will work with each school to make sure that the transition is managed in a way that reflects their local community's needs. Every school will face its own complexities, and as the time for year 7s to move approaches, schools will be supported with individual school implementation plans.

The plans will cover workforce planning, facilities and resource management, and engagement with parents. For high schools, the plans will also involve approaches to learning and teaching, and for ensuring the wellbeing of year 7s.

Staff, schools and families will be provided with regular project updates and there will be opportunities to provide input and feedback into the process.

Our commitment for transitioning year 7s to high school is to:

- ensure year 7s thrive in a high school setting, not just in terms of their education, but also their social and emotional wellbeing
- ensure schools are involved in the process, and that implementation reflects local realities
- provide appropriate support to teachers in transition.

Benefits

Year 7s are thriving in high school environments across Australia. High school offers young teenagers opportunities for greater depth of learning in specialist settings.

Since 2012, South Australian schools have been teaching according to the Australian curriculum. This curriculum has a focus on specialist courses for year 7 students and is designed to be taught in high school settings, with specialist teachers and resources such as fully equipped science labs. The Australian curriculum also provides a grouped curriculum for year 7 and 8 in a number of subject areas.

Bringing year 7 into a high school setting will make it easier to deliver these subjects and will align South Australia's public schools with other states, as well as other education sectors in South Australia.

YEAR 7 TO HIGH SCHOOL PROJECT TEAM
EMAIL YEAR7TOHS@SA.GOV.AU

SA SCHOOL TERM DATES

2019	29 January – 12 April	29 April – 5 July	22 July – 27 September	14 October – 13 December
2020	28 January – 9 April	27 April – 3 July	20 July – 25 September	12 October – 11 December
2021	1 February – 16 April	3 May – 9 July	26 July – 1 October	18 October – 17 December

PROFESSOR MARTIN WESTWELL
CHIEF EXECUTIVE
SACE BOARD OF SA



SACE UPDATE

In a way, I have been pleased with the recent media interest around the number of students completing their SACE because it reflects the importance of SACE completion. The media interest follows a research analysis report of SACE attainment and VET participations that found 27% of students exit the government school system without a known educational outcome.

It goes without saying that it's imperative our young people leave secondary school with their SACE certificate. We all know that it gives SACE graduates a solid platform to succeed in the next stage of their lives.

But there is no simple answer why so many students are not completing their SACE. It's an extremely complex issue with a myriad of different factors affecting different groups of students.

What is clear is that there is a considerable amount of work to do to ensure all students are completing their SACE and this can only be achieved through numerous partnerships and a strategic approach.

I believe one of the strengths of the current SACE is its flexibility. There are so many pathways that can lead a student to their SACE certificate. For example, there should be no choice between a student undertaking an apprenticeship or achieving the SACE – students can do both.

Students undertaking a school-based apprenticeship can use their skills to achieve their SACE but we do need to get better at keeping in touch with these particular students who complete their school-based apprenticeship to ensure they also receive their SACE certificate.

In June, the State Government announced it was conducting a review into the Stage 2 requirements of the SACE to ensure that SACE graduates continue to have the best learning experience possible in an ever-changing world. The review is examining three key topics:

- The number of Stage 2 subjects required to be undertaken by students;
- The compulsory requirement of the Research Project, whether it should continue to account for 10 credits at Stage 2, and what improvements might be made with specific reference to entrepreneurial education opportunities; and
- The role of Vocational Education and Training (VET) in the SACE, including what improvements can be made and how entrepreneurial education opportunities might be incorporated into VET pathways.

While not part of the Terms of Reference, the SACE review offers a great opportunity to remove some of the barriers our students may have to completing their SACE.

The review is due out by the end of the year and in the meantime the SACE Board will continue to work with schools and colleagues from across the education sectors, to support them in addressing SACE completion.

2018 NATIONAL REVIEW OF TEACHER REGISTRATION

Teacher registration gives the community confidence that the learning of children and young people is guided by high quality professionals. In Australia, to be employed as a teacher in a school or early childhood service, a person must be registered with the teacher regulatory authority in their state or territory.

Despite each state and territory authority having different local regulatory and legislative requirements, they all work within the National Teacher Registration Framework (the Framework) which provides the foundation for a consistent approach to teacher registration in Australia. This Framework, developed by the Australian Institute for Teaching and School Leadership (AITSL), was endorsed by Education Ministers in October 2011 and implemented nationwide in 2013.

The Framework includes eight key elements:

- Initial period of registration
- Fixed period of registration
- Alternative authorisation to teach
- Sanctions including withdrawal of registration
- Suitability
- Qualifications
- English language proficiency
- Mutual recognition.

The Framework benefits teachers by:

- allowing them to move more easily between states and territories
- requiring the same standards and consistent processes for teachers to achieve full registration
- ensuring that registration provides a background for teacher career progression and professional learning.

While it is recognised that each teacher registration authority requires flexibility to meet local workforce needs, it was determined there was a need for greater consistency across states and territories. In 2018, the Education Council requested AITSL to conduct a National Review of Teacher Registration (the Review) to examine the effectiveness of the current system, and an Expert Panel, consisting of leaders in teaching and education, was established. The Panel then spent three months consulting



PETER LIND
REGISTRAR, TEACHERS
REGISTRATION BOARD OF
SOUTH AUSTRALIA

with a broad range of stakeholders and reviewing teaching registration consistency and best practice across Australia.

During the Review three broad issues emerged including:

- a perceived lack of consistency between jurisdictions in the way that teacher registration requirements are interpreted and administered, hindering workforce mobility and potentially eroding entry standards to the profession
- there are some barriers to data sharing between jurisdictions which could have child safety implications
- a desire to broaden the registration system to include teaching professionals such as early childhood teachers and VET trainers.

The Panel explored these areas in detail with recommendations including:

Improving and reinforcing teacher quality

- Teacher employers take responsibility for providing access to high quality induction and mentoring for early career teachers
- A strategy to be developed to ensure national consistency in the judgements of whether a teacher is ready to move through to the next career stage – graduate, proficient, highly accomplished and lead
- Amendments to the Australian Professional Standards for Teachers (APST) including specific maintenance of proficiency against the Standards
- Update the APST so that they are relevant to early childhood teachers
- All early childhood teachers, regardless of their employment setting, are required to be registered under a consistent approach

Strengthening children's safety

- Jurisdictions amend legislation and/or policies to require teacher regulatory authorities to share information with their counterparts to strengthen children's safety and improve teacher workforce mobility
- A national policy on suitability to teach be developed and implemented by all teacher regulatory authorities, which are to include considerations of 'fit and proper'

- An automated national information sharing platform to be developed to streamline the sharing of teacher registration information in real time between authorities

Streamlining teacher registration processes

- Jurisdictions commit to improving mutual recognition processes between teacher regulatory authorities so teachers can move between them states and territories in a timely manner
- Develop a plan to enable teacher registration to be fully transferable between jurisdictions so that teachers can work across jurisdictions if they wish
- Greater alignment between teacher registration and VET qualifications for teachers who hold or seek dual teaching and VET qualifications
- Develop a national approach to English language proficiency

In all, 17 recommendations were made by the Panel representing a significant national reform agenda, with actions to improve and reinforce teacher quality, strengthen children's safety and improve the consistency and efficiency of teacher registration process across Australia.

Teacher registration is a joint endeavour between teachers, mentors, leaders, employers, sectors and jurisdictions, who all play an important role and contribute to the quality of the processes and outcomes. It is designed to uphold high standards of professional practice and ensure the competency and quality of teachers.

It is hoped, that with the support of all stakeholders in the registration process, the recommendations will provide a way forward for a stronger teaching profession and better outcomes for students across Australia.

Parents in Education (PiE) Week 2018

Parents in Education Week seminars were held from 28 to 30 August 2018 with the focus theme 'Behaviours for learning: wellbeing for life'. Until 30 November 2018, recordings of these seminars will be available to view on the Department for Education's YouTube channel <https://www.youtube.com/user/SAEducationDept>.

Seminar 1 – how to live positively in a digital world

Linda Cranley and Genevieve Johnson provide loads of information, tips and ideas about the benefits and drawbacks of children's technology use and how to balance screen time with learning and development.

Seminar 2 – behaviours for learning and wellbeing

Dr Justin Coulson engages with us as he talks about the different types of behaviours that can support your child's learning and wellbeing and how you can help them develop these.

Seminar 3 – no more bullying

Lesley Harrison, Brett Murray, and Andrew Fuller include us in the conversation as they lift the curtain on bullying behaviour and help parents learn to detect and prevent bullying in their children's lives.

SAASPC CONFERENCE

22 AUGUST 2018

ONLINE SAFETY: WHAT EVERY PARENT SHOULD KNOW

Our three guest speakers were:

Sonya Ryan – Carly Ryan Foundation on *Keeping children safe online*

Helen Connolly – Commissioner for Children and Young People SA on *Children and bullying*

Trinh Mai – Department for Education, Engagement and Wellbeing team on *Policies and approaches to bullying*

The feedback we have received was excellent – our speakers provided much useful and interesting information. Participants were not only given practical tips on how to keep their children safe online but also much information to consider into the future.

Sonya Ryan spoke about the services provided by the Carly Ryan Foundation including the development of TheThreadApp as a way of keeping families connected online particularly in an emergency. She listed the many apps used by young people which may put them at risk and stressed the critical importance of parents being aware of which apps are on the devices used by their children and the need to ensure that the privacy settings are set at the highest level.

<http://www.carlyryanfoundation.com/>

Helen Connolly covered her role and work as the Commissioner. She spoke about the hundreds of children and young people she has spoken to across South Australia since taking up the role, the questions she has asked, and the answers she has received. She said that all too often children's voices are not sought or their views heard. Children have told her that education, family and friends are very important to them. Bullying was identified as one of the key issues for children and the Commissioner has carried out focus group sessions to find out some ways they think would prevent it.

www.ccyp.com.au

Trinh Mai outlined the policies and procedures of the Department for Education. She stressed that it depends on what a child wants to happen on whether they report bullying at all, and if they do, who they report it to. She noted that South Australian data indicates that bullying is decreasing; that cyberbullying is only a small percentage of the bullying overall; and that cyberbullying very rarely occurs without there being some other sort of bullying also occurring.

She said that schools need to consider a range of responses to bullying.



KEEPING YOUR CHILDREN SAFE ONLINE

from the website of the Office of the eSafety Commissioner
<https://www.esafety.gov.au/education-resources/iparent/staying-safe/online-basics>

Your children's online world is as much a part of their life as offline, so it is crucial that you are as involved in supporting their online wellbeing as you are their physical health. Your skills in rule setting, support, guidance and respect are just as important to helping ensure your kids enjoy positive digital experiences and to help them gain confidence in asking for advice and support. Knowing they are equipped to make sound decisions and manage risks online is so important, especially with the number of internet-enabled devices that can be used without adult supervision.

Explore the internet together

Digital education and communication is essential to the safety of your kids online. This will help instill confidence in your kids – and peace of mind for you! Exploring the internet together and talking about the websites, games and activities they enjoy is a good way to start those conversations. Get to know your children's friends both online and offline and use technology-based solutions to help protect their devices – filters, parental controls and e-security software are all great tools. Remember – there is no substitute for your involvement because no-one loves your kids as much as you do.

Three steps to protecting your kids online

You can help keep your kids safe online using these three basic strategies.

1 Communicate openly with your kids

It's not possible to supervise your kids 24/7 so finding ways to establish and maintain trust is really valuable.

- Talk to them about their online activities, from chatting about their favourite websites to asking who they are talking to and if they are having any online issues.
- Give them strategies to deal with upsetting online content, from turning off the screen, telling a trusted adult, and showing them how to block and report people.
- Research the age ratings for the games and apps your child uses so you can determine age appropriateness and suitability.
- Explore the sites and apps your kids love, play online games together and consider setting up your own accounts with the sites they frequent. This will help you familiarise

yourself with the operation of those sites and potential risks. Ask your kids to show you how they work – they'll love teaching you something!

- Set age appropriate rules for using the internet and devices and, where practicable. Seek your child's input – this will help your child understand risks. As they get older you can review your rules to align with their maturity level.

2 Use technology tools to keep them safe

There are so many technological advances that can enhance the experience for your child online and help keep them safe, both within the site or app and for their devices.

- Use parental controls and install filtering software to help block unwanted content and pop-ups and to restrict access to specific content and pages.
- Help your child to set up the privacy settings on all sites and devices they use.
- Locate the computer in an area of your home that can be supervised. Parents of older children may have an 'open door' policy when devices are used in bedrooms and to ensure that screens are facing outward. And make sure you check in regularly to see what they're viewing.
- Consider rules for internet-enabled handheld devices – where and when.
- Install and update anti-virus and other e-security software to restrict unauthorised access to data on the home computer. Ensure all security features are turned on and set to automatic scan and regular updates to protect against the latest risks.
- Activate safety features on web browsers to protect your devices and personal information.
- Show your child how to block and report users or pages on the sites they use.

3 Encourage safe and responsible behaviour

Setting rules for your child's internet use and establishing clear boundaries and expectations is imperative. Your rules will depend on the age of your kids and the level of responsibility you are willing to give but is underpinned by conversation, education and trust.

- Consider a family online safety contract as a tool to negotiate agreement about rules and renegotiate as required. It could cover the type of websites that can be visited, time spent online and acceptable online behaviour. This example from ThinkUKnow Australia can be a good starting point for your own family contract.

- Educate your kids about safe and positive online behaviour and encourage them to think before they post, text or share; be respectful online; avoid posting things that may upset others; and understand that content can remain online forever and can be shared by others without permission.
- Help them keep their personal information private. This means avoiding using full names, phone numbers, home address, school name and date of birth.
- Set their online profiles to the maximum privacy settings. Online conversations, images and videos might be viewed by others and can't always be removed.
- Ensure your child uses strong passwords on devices and explain the importance of not sharing passwords, even with friends.
- Talk to them about cyberbullying behaviour and how to report and manage it. You can get some great advice and resources about cyberbullying on our website.
- Explain the dangers of meeting face to face with someone they have only chatted with online.
- Encourage your child to talk to a trusted adult if any content they view or if contact with someone online makes them feel uncomfortable.

HELP KIDS TO KICK SOCIAL MEDIA ADDICTION

– Alice Thomson

from The Times 14 March 2018

“Melinda Gates’s children don’t have smartphones and only use a computer in the kitchen. Her husband Bill spends hours in his office reading books while everyone is refreshing their homepage. The most sought-after private school in Silicon Valley, the Waldorf School of the Peninsula, bans electronic devices for the under-11 and teaches the children of eBay, Apple, Uber and Google staff to make go-karts, knit and cook. Mark Zuckerberg wants his daughters to read Dr Seuss and play outside rather than use Messenger Kids. Steve Jobs strictly limited his children’s use of technology at home. It’s astonishing if you think about it: the more money you make out of the tech industry, the more you appear to shield your family from its effects.”



SHOULD MOBILE PHONES BE BANNED IN SCHOOLS?

PUBLISHED ONLINE IN THE CONVERSATION 28 JUNE 2018

<https://theconversation.com/we-asked-five-experts-should-mobile-phones-be-banned-in-schools-98708>

The New South Wales Minister for Education Rob Stokes has ordered a review into phone use in schools. He said the review would look at the risks and rewards of social media. The review will ultimately decide whether to ban mobile phones in NSW schools.

Finnish education expert Pasi Sahlberg also recently said he believed mobile phone-related distraction is a main reason for Australia sliding down in PISA rankings.

Parents and teachers have similar concerns about cyberbullying and safety, as well as technology distracting from schoolwork. But do the benefits of having phones in classrooms (such as contact with parents, access to mental health text lines, and learning opportunities) outweigh the risks?

We asked five experts if schools should ban mobile phones in classrooms.

Four out of five experts said No. Here are their detailed responses.

Danielle Einstein – Yes

Clinical Psychologist, Honorary Associate, University of Sydney and Department of Psychology, Macquarie University

First, mobile phones are too easily used at the expense of face to face communication. Teenagers can message, avoiding a more challenging conversation. Second, smartphone apps and messages prompt dopamine release, creating addiction. Third, the mere presence of one's phone consumes attention even when it's not being checked. It's been shown we have reduced working memory capacity and fluid intelligence when our phone is upside down, silent on our desk compared to when it is in another room.

Finally, the introduction of smartphones has led to a decline in people's ability to cope with uncertainty. Research shows being uncomfortable with uncertainty is associated with students feeling distracted and tense during NAPLAN and other tests. The more uncomfortable young people are with uncertainty, the higher the number of co-occurring psychological problems they report experiencing. Smartphone use is associated with the current epidemic of anxiety and depression.

Matthew Kearney – No

Associate Professor, Teacher Education Program, University of Technology Sydney

Firstly, regardless of any ban, school students will continue to learn with their own phones off-campus, later in life in their tertiary education, and in their professional and workplace learning. Secondly, if school students want to investigate, collect data, receive personalised and immediate feedback, record media, create, compose, or communicate with peers, in and beyond the classroom, then using mobile apps is ideal.

Also, if they want to learn at a place, time and pace of their choosing, for example on excursions, or working on projects with friends in more informal spaces like home, on a train or in Facebook groups, then mobile devices are needed.

Joanne Orlando – No

Researcher: Technology and Learning, Western Sydney University

We should not ban mobile phones in schools because it's important to educate children to live well in the era in which they are growing up. A good education for students today is knowing how to use technology to learn, communicate, and work with ideas. There is significant research (including my own) that shows selective, quality and empowering uses of technology provides new learning opportunities and the ability for students to develop skills they will need for future careers. The ability to copy work off the blackboard into an exercise book is not a skill today's employers are looking for.

Banning students from using smartphones is a 1950's response to a 2018 state-of-play. Mobile phone use is a complex social activity and taking phones away will likely lead to underground and hidden use by teens. This will exacerbate issues (such as cyberbullying) this call to ban phones is trying to address.



Damian Maher – No

Senior Lecturer in Education, Use of ICT and Social Media, University of Technology Sydney

Mobile phones serve many important functions. Digital literacy is a critical aspect of young people's schooling and research shows mobile phones can play a role in supporting such learning. It's important students learn with these devices so they can effectively participate in the workforce.

The phones provide a link between students and their parents, which has an important role to play in ensuring their safety. Evidence indicates parents want this type of access. Teachers have an important role to teach students to be safe online.

In relation to health, research shows medical apps are important to support the health of young people, such as managing diabetes, and apps need to be accessed during schools hours. Rather than suggesting bans, we should be discussing ways to support young people to use their phones.

Susan Sawyer – No

Professor of Adolescent Health The University of Melbourne; Director, Royal Children's Hospital Centre for Adolescent Health, University of Melbourne

Mobile phones are now ubiquitous for secondary school students. Beyond the 3Rs, an important aspect of learning for secondary school students is about safely negotiating online environments. This means all schools need to develop policies around the use of mobile phones during school hours. Given the dynamic nature

of the mobile world, regularly engaging students and parents in reviewing and revising these policies is an important part of everyone's learning.

A particular benefit of mobile phones is they can provide access to therapeutic interventions for distressed young people while they are at school. Telephone support lines have long provided crisis support but are more commonly used outside school hours. The emergence of crisis text lines means adolescents can access text messaging support in real time, an approach that many find more accessible than telephone support, let alone face-to-face support, even with trained professionals at schools.

SOPHIE HEIZER

COMMISSIONING EDITOR, EDUCATION, THE CONVERSATION

Mobile phones are well and truly in the lives of our children, just as they are in the lives of adults.

So what is the best way of managing their use in schools?

Is banning them a 1950s response to a 2018 issue? Is collecting mobile phones at the school gate an administrative nightmare?

We believe that clear and concise policy guidelines and procedures should be developed by all schools – after full and proper consultation with staff, students and parents.

SAASPC would love to hear your thoughts on this issue – magazine@saaspc.org.au

Is your child's future important to you?

We know meetings can sometimes be boring but... WE NEED YOU

so why not join our
Executive Committee?

You may be surprised about what you learn
and how you can contribute

For more information contact SAASPC

Telephone 1800 724 640

Email info@saaspc.org.au

