



Taroona Primary School

Tablet Device Usage Guidelines

School Context

Taroona Primary School fully utilises available digital technologies to enhance, support and extend student learning. All students, Kindergarten to Year 6, have access to a tablet device for use at school and teachers, teacher assistants and learning support staff play an instrumental role in reviewing, monitoring and guiding student technology use.

Tablet device usage is integrated throughout the school day, up to a maximum of one hour per school day for K-2 students and up to two hours per day for Years 3-6. Tablet devices are seen as just one of many resources that are available to students for solving problems, answering questions and presenting information. Online applications, programs and tasks are carefully chosen and planned to ensure time spent on devices is engaging, purposeful and specific. Devices are not used for entertainment at any time throughout the school day.

From Kindergarten, students are taught how to follow allocated timeframes and protocols for tablet device usage. With the exception of Kindergarten students learning to log onto devices during Terms 1 & 2 and Kindergarten students completing online French activities each Wednesday morning, tablet devices are not used by students before school. Tablet device usage during wet weather breaks is only permitted under direct supervision of the class teacher.

Purpose

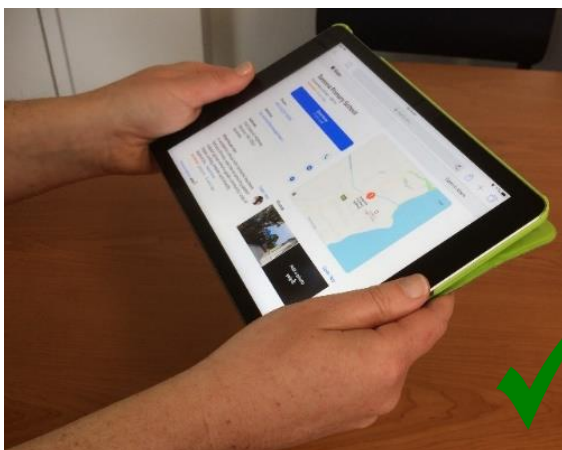
This document sets out practical and sensible guidelines for the use of tablet devices in classrooms to ensure the early adoption of good Workplace Health and Safety habits.

Guidelines

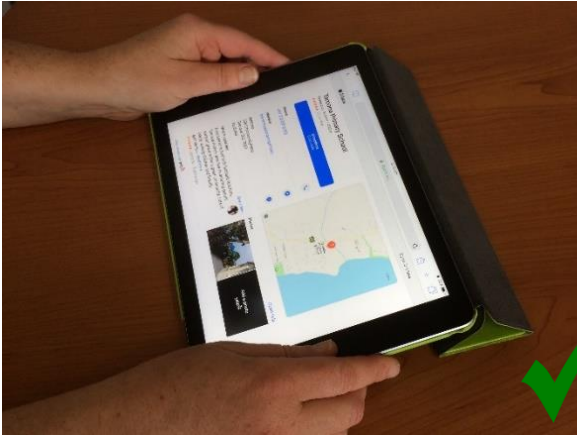
The school recognises that tablet device usage is evolving and there is no single practicable method or device that will completely eliminate the risk of injury. All tablet device users are encouraged to adopt neutral postures, change their posture frequently and incorporate regular eye breaks to change their depth of focus.

The following guidelines have been developed in consultation with Department of Education Workplace Health and Safety, using the latest research available.

1. Work in neutral positions wherever possible, keeping your head and neck centered and avoid arching your back over the tablet. Keep wrists straight to reduce common repetitive motion injuries. Lap-level positions should be avoided.
2. When standing, aim to hold the tablet just below field of vision. Keep your arms by your sides and aim to keep elbows in an L-shape with the tablet directly in front of you centrally to your midline. Hold the tablet with two relaxed hands to share the load. Try not to pinch it with your thumb and fingers. When keying, if possible hold the tablet in portrait mode and split the keyboard and move it up to the middle of the screen to improve wrist posture and comfort.



3. When sitting, use a table and raised support, such as a case with a built-in stand. Aim for an angle of about 30 degrees if touchscreen typing.



4. Enlarge text to avoid leaning forwards and eye strain.
5. Raise or lower your screen, so that the area you're looking at aligns with your brow or slightly below it.
6. Maintain a comfortable viewing distance, usually 45 - 70cm.
7. Position the screen to avoid glare, particularly from overhead lighting or windows.
8. When using headphones, adjust them so that they remain comfortable to wear.
9. If word processing, use an external keyboard and/or shortcuts where possible to reduce the number of keystrokes.
10. Rest for 5 minutes after 30 minutes (15 minutes for K-2) and stretch out your wrists, arms, neck and back.
11. Listen to your body for any signs of discomfort and make changes as required.

Screen Time

Screen time is the amount of time spent watching a screen or electronic media for entertainment and does not include time spent on devices for educational activities, such as school work. The Office of the Children's eSafety Commissioner provides information for parents about screen time, incorporating recommendations from health experts regarding limits for children according to their age <https://www.esafety.gov.au/iparent>.

References:

Fullan, M. & Langworthy, M. (2014) *A Rich Seam: How New Pedagogies Find Deep Learning*. Pearson. https://michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf (accessed 31/8/2018)

New Media Consortium / Consortium for School Networking Horizon Report 2017 K-12 Edition <https://www.nmc.org/publication/nmccosn-horizon-report-2017-k-12-edition/> (accessed 31/8/2018)

Department of Education and Training Queensland. *An Ergonomic Guide to Computer Tablet Use* <http://education.qld.gov.au/health/docs/healthsafety/ergonomics-guide-tablet.doc> (accessed 30/7/2018)

Ergonomics – Apple Support. <https://support.apple.com/en-au/HT205655> (accessed 30/7/2018)

American Optometric Association. <https://www.aoa.org/patients-and-public/caring-for-your-vision/protecting-your-vision/computer-vision-syndrome> (accessed 30/7/2018)

Australia's Physical Activity and Sedentary Behaviour Guidelines for Children (5-12 years) <http://www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines> (accessed 2/8/2018)

Family Zone Cybersafety (2018) Screens in Schools <https://www.familyzone.com/schools/blog/tag/screens-in-school> (accessed 2/8/2018)