Setting up your community’s project to give students home internet access

Contents

[Start your project for student home connectivity 4](#_Toc12440197)

[Read this guide to help set up your project 5](#_Toc12440198)

[Checklist - Overall steps for your connectivity project 6](#_Toc12440199)

[Stage 1: Define your goals 7](#_Toc12440200)

[Checklist – starting point for defining project goals 7](#_Toc12440201)

[Be clear on your goals and what success will look like for you 8](#_Toc12440202)

[Assess student and whānau needs and benefits 8](#_Toc12440203)

[Define the community and area that will receive services 9](#_Toc12440204)

[Stage 2: Set up your project team and brand 10](#_Toc12440205)

[Checklist - project team 10](#_Toc12440206)

[Define team roles and their scope 11](#_Toc12440207)

[Secure technical roles and providers 15](#_Toc12440208)

[Ensure certain roles pass a police check 17](#_Toc12440209)

[Stage 3: Create your implementation plan 18](#_Toc12440210)

[Plan your connectivity project 18](#_Toc12440211)

[Checklist - implementation plan 18](#_Toc12440212)

[Recruit project team 18](#_Toc12440213)

[Secure funding and partnerships 19](#_Toc12440214)

[Confirm engagement and project overview with school 20](#_Toc12440215)

[Confirm project name and branding 21](#_Toc12440216)

[Confirm the project scope 21](#_Toc12440217)

[Set a project schedule, with timelines and goal dates for delivery 22](#_Toc12440218)

[Write policies and procedures 23](#_Toc12440219)

[Stage 4: Implement technical and support services 24](#_Toc12440220)

[Checklists - technical project 24](#_Toc12440221)

[Overview of a sample network 25](#_Toc12440222)

[Understand and check off your technical requirements 26](#_Toc12440223)

[Provide technical support and documentation 27](#_Toc12440224)

[Create and confirm technical policies 29](#_Toc12440225)

[Stage 5: System availability and public launch 30](#_Toc12440226)

[Checklist - project launch 30](#_Toc12440227)

[Set a date for your community project launch 31](#_Toc12440228)

[Ensure all online and print materials are available 31](#_Toc12440229)

[Ensure teachers and students are aware of the project 31](#_Toc12440230)

[Promote the project to your community 32](#_Toc12440231)

[Plan the launch 32](#_Toc12440232)

[Stage 6: Roll out student and whānau engagement 34](#_Toc12440233)

[Checklist - project promotion 34](#_Toc12440234)

[Engage in parent and whānau communications 35](#_Toc12440235)

[Plan ongoing support for students and whānau 35](#_Toc12440236)

[Distribute flyers, brochures and instructions 36](#_Toc12440237)

[Stage 7: Transition to the agreed operational model 38](#_Toc12440238)

[Finalise and agree on day-to-day management of the system 38](#_Toc12440239)

[Checklist - transition to agreed operational model 39](#_Toc12440240)

[Discussing your project 41](#_Toc12440241)

[Appendices 42](#_Toc12440242)

[Appendix 1: Content filtering policy 43](#_Toc12440243)

[Appendix 2: Device specifications 45](#_Toc12440244)

[Appendix 3: Technical documentation 46](#_Toc12440245)

[Testing WiFi availability in a home before onboarding 46](#_Toc12440246)

[Student and whānau user documentation 46](#_Toc12440247)

[Appendix 4: Application policy – apps students can and can’t use and why 48](#_Toc12440248)

[Appendix 5: Media release 49](#_Toc12440249)

[Appendix 6: Launch event schedule 50](#_Toc12440250)

[Appendix 7: Event photography release form 50](#_Toc12440251)

[Appendix 8: Holiday support schedule 52](#_Toc12440252)

[Appendix 9: High Level project scope 53](#_Toc12440253)

# Start your project for student home connectivity

Many communities are challenged to provide students with affordable, appropriate access to the internet at home. Teachers and students are disadvantaged when some in the learning cohort do not have internet access at home

To solve this problem, communities need solutions that meet their needs. You can coordinate a project to provide home internet access for students in your community.

This guide and the ConnectED experiences will show you how you might set up your project, and what your project will need. It focuses on your project’s pathways and administration, with basic technical information.

This guide outlines the approach used by one community project, Haeata Community Campus – ConnectED. They successfully provided home internet for a considerable number of their students.

The Greater Christchurch Schools’ Network Trust supported the development of this guide. We thank them and all partners for sharing their experience and materials developed in the course of the project.

### About the Haeata Community Campus connectivity project - ConnectED

The Haeata Community Campus student home connectivity project is named ConnectED.

ConnectED is one of the pilot projects included in the Ministry of Education’s Equitable Digital Access for Students (EDA4S) initiative. The Ministry’s initiative focuses on identifying solutions to address the challenge of providing home connectivity. There are approximately 100,000 digitally excluded school students who don’t have internet access at home.

Haeata Community Campus is a state-funded area school, based at 240 Breezes Rd, Aranui, Christchurch 8061. It opened in February 2017 after the post-quake closure of four other schools in the community.

The project provided coverage over a geographical zone next to the school, offering a home internet service to approximately 360 of Haeata’s students.

The connection technology was communal wireless infrastructure, powered via the Chorus copper network. This provided wireless connectivity to students’ homes within the coverage zone.

#### ConnectED project partners

The project was delivered by the combined efforts and commitment of its partner organisations:

* Greater Christchurch Schools Network (<https://www.gcsn.school.nz/>)
* Ruckus Networks (<https://www.ruckuswireless.com/>)
* Cyclone (<https://www.cyclone.co.nz/>)
* Chorus (<https://www.chorus.co.nz/>)
* Network 4 Learning (<https://www.n4l.co.nz/>)
* Ministry of Education (http://education.govt.nz/)

## Read this guide to help set up your project

There is no one approach that fits all circumstances. This guide gives you ways to do the most important aspects, from start to final transition.

There are seven stages.

1. Define your connectivity goals.
2. Set up your project team.
3. Create an implementation plan.
4. Implement the technical and support side of the project.
5. Make the system available and launch the project.
6. Roll out student and whānau engagement and community support.
7. Transition to an agreed operational model.

See the checklist on the next page for the details of each stage.

These different stages may overlap. For example, you might work on your implementation plan and set up the project team at the same time.

You can use the checklists in this guide to record your own data about your project.

This guide comes with a set of appendices. These include sample materials from past projects.

## Checklist - Overall steps for your connectivity project

Here are the main stages and tasks:

|  |  |
| --- | --- |
| Stage and goal | Tasks |
| **Stage 1: Define your goals** | * Answer questions about your project’s scope * Be clear on your goals and what success will look like for you * Assess student and whānau needs and benefits * Define the community and area that will receive services |
| **Stage 2: Set up your project team** | * Define team roles and their scope * Recruit starting staff for the project team * Secure technical roles and providers * Ensure certain roles pass a police check |
| **Stage 3: Create your implementation plan** | * Recruit project team * Secure funding and partnerships * Confirm engagement and project overview with school * Confirm project name and branding * Confirm project scope * Set a project schedule, with timelines and goal dates for recovery * Write policies and procedures |
| **Stage 4: Implement technical and support services** | * Understand and check off your technical requirements * Provide technical support and documentation * Create and confirm technical policies |
| **Stage 5: System availability and public launch** | * Test system connection prior to launch * Set a date for your community project launch * Ensure all online and print materials are available * Ensure teachers and students are aware of the project * Promote the project to your community * Plan the launch |
| **Stage 6: Roll out student and whānau engagement** | * Communicate with parents and whānau * Distribute flyers, brochures and instructions |
| **Stage 7: Transition to agreed operational model** | * Finalise and agree on the operational model for day-to-day management of the solution |

# Stage 1: Define your goals

You need to define the scope of your connectivity project. This is when you decide what you want to achieve with this project.

## Checklist – starting point for defining project goals

Use this list of questions as a starting point to discuss your community’s needs and define your goals. Be thoughtful and realistic as you consider them.

|  |  |
| --- | --- |
| Scope question | Main points |
| * What is our community need for student connectivity? |  |
| * How many of our students do not have suitable, fit for purpose internet access from home? |  |
| * What is the target group? For example, what geographical area do we want to cover for this project? What student or year groups do we want to focus on? |  |
| * Who are potential partners for grants and funding? |  |
| * Who can work with us to provide ICT services within the school? |  |
| * What is the status of general internet provision in our community? |  |
| * Who are local internet providers who can work with us to provide connectivity to students in their homes? |  |
| * Is there a school or community website to host information on the project? |  |
| * Which local community groups or services should we partner with to foster community engagement? |  |
| * What does our community need for support? |  |
| * What will the benefits be for students and whānau? |  |

## Be clear on your goals and what success will look like for you

To plan, you need to understand what you’re aiming for. Identify your goals and what success will look like for your connectivity project.

#### Sample goals from ConnectED

The goals for ConnectED were:

* Students have access to home internet for their education.
* Parents and whānau will engage in their children’s home-based digital learning and use digital tools to support their children’s education.
* Educators will use digital access to update their teaching practice and engage with students, parents and whānau in new ways.
* Resources are available to support all these groups – websites, technical support, printed materials.

The success criteria for ConnectED, once connectivity was available, were:

* 80% of eligible students will be connected by the end of Term 2 (primary goal).
* 80% of families and whānau of these students engage with the school via digital channels and support their children’s engagement with at-home connectivity for education by the end of Term 4.
* There would be specific changes in educator practice to educate using digital tools and services by the end of Term 4.

The first step to understanding your goals is understanding your community.

## Assess student and whānau needs and benefits

You can expect to have several categories of students and whānau to be connected:

* customers receiving other internet access
* whānau using data from cell contracts for home internet
* students and whānau who do not have home internet.

The last group is likely to need the most support and empowerment.

Defining benefits will help your project secure funding, support and reach its audience. Share the benefits of the project to all whānau, in all categories. Explore and define the benefits for students, teachers, and other educators. Benefits can include:

* educational opportunities
* social/demographic equality
* technological skills
* commercial/work-readiness
* economic boosts
* community engagement overall

## Define the community and area that will receive services

A close up of a map

Description automatically generatedWhat are the geographic limits of your project? Which year groups or form classes are you wanting to support? Define the scale by answering these questions. The internet service provider and technical services engineer can help.

Figure 1 - Area covered by ConnectED, includes 195 households, 23 streets, and 360 students

Consider that your project may expand its scale as it rolls out. To begin, you may provide access for students within a certain group at a school (for example, years 5 and 6). This might expand to all students at a school, and then all students in a geographic area. Define where you will begin and how the project will expand its capacity and gather the resources required to grow.

### Haeata was able to gather industry support partly by being clear that their project would not compete with commercial Retail Service Providers.

They were clear with everyone involved that the project was to support education, not to fix the entire digital divide in their community. It was important to avoid misunderstandings from the beginning.

Being clear around this will help engage telecommunications partners when they understand this is not competing with their commercial offerings. State simply that the project will provide home internet access only to school students, especially those without access. That means the service provided through the project will not compete with the local commercial RSPs. Your project will not provide digital access for the whole family. (Although evidence suggests that seeing how useful internet access can be encourages families and whānau to purchase a commercial RSP product.)

The main factors that make this non-competitive are:

* internet access is filtered through N4L and has the same limited permissions that are accessible at the school[[1]](#footnote-1)
* students can only access the network using their school username and password
* every student can have only two devices on the network at one time.

# Stage 2: Set up your project team and brand

Setting up your team is an important part of planning your connectivity project.

There are three steps to setting up your project with a team of people, a plan, and a schedule.

* Align project team roles with strengths and assign roles and tasks.
* Confirm the project’s technical providers, device procurement, and contacts.
* Have a project start meeting.

## Checklist - project team

Use these checklists as a guide to set up your project team.

|  |  |  |  |
| --- | --- | --- | --- |
| Project team members | Name/s | Organisation | Date |
| * Project manager |  |  |  |
| * In-school project champion |  |  |  |
| * Administrative support |  |  |  |
| * Student representative |  |  |  |
| * Whānau engagement coordinator and support |  |  |  |
| * Community representative |  |  |  |
| * Provider of professional development for educators |  |  |  |
| * Ministry of Education contact |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Technical support | Name and Contact | Organisation | Date |
| * Providers of Internet Access |  |  |  |
| * Onsite technical support/school ICT provider |  |  |  |
| * Device procurement partner/s |  |  |  |

## Define team roles and their scope

You will define the team roles and their scope for your project. Below is a list of major team roles and their scope from past projects.

### Project manager

The project manager is the main organiser for the project. They are responsible for the successful delivery of the project. They are the overall project coordinator, managing and often participating in the change management in the school and community.

This role needs to be established first. The project manager should be:

* a leader, a team player and negotiator
* good at delegating and project management
* driven by processes and timelines
* assertive and structured
* experienced in finding grants/funding and managing public relations.

They do not need to be a technical expert. They do need to be comfortable discussing and learning about technical matters.

The project manager will ensure that:

* all expectations are communicated to other team roles
* everyone involved delivers on their expectations
* the project purpose and vision is communicated to the school community, students, teachers and whānau, before and during the launch
* there are resources to support the launch
* there is media coverage of the project
* They may work with external agencies to organise basic computer skills course for whānau.

### In-school project champion

The in-school champion is someone who has mana within the school’s community, including the students, parents, whānau and teachers. Their role is to ensure that everyone involved, including students and teachers, is aware of the project and what it offers them.

The in-school lead is based within the school. They are likely to be the principal or someone with a senior leadership role.  They will have a positive relationship with the wider community, and strong communication skills. They will drive the project, delegate tasks and launch it for the school and community.

### Administrative support

Your project needs administrative support within the school to run smoothly. This should include people with some financial responsibility and authority within the school. Provide administrative support for:

* cross-checking all documentation, budgets, communication and contracts for the project.
* creating and maintaining a project website, including links and instructions for students and whānau
* project enrolment of students including address and contact details
* recording and reporting budgeting finances and fundraising associated to the project manager and board of trustees
* overseeing resources for the project including printing communication materials, purchasing of resources for project
* ensuring the following documents are signed and up to date:
  + contracts of all parties involved fundraising applications and agreements
  + police checks
  + policies and procedures
* device provision and management, depending on the project’s solution:
  + when families or whānau purchase their student devices, the administrator will work with procurement partner/s. They will help with whānau purchase of devices, documentation, and contracts for device loan schemes, or
  + when the school owns and loans devices to student, the administrator will manage the logistics of securing, recording, deploying, and supporting the digital devices.

Student representative

Student representative(s) help students directly with connecting to the service and using devices. Each student representative will be a champion within the school. They may be a group of ākonga, ranging in ages. It is important to have an adult as a coordinator for this group.

This role should be flexible and align with students’ passions and skills. The value of the student representative is two-fold; the student representatives bring the voice of the student and whānau to the project, they also represent the project to the student and whānau community.

To set expectations around representative(s) and when they are available, prepare an agreed-upon schedule. This can state when and how representatives can be contacted.

The student representative coordinator will:

* lead student representatives
* organise training for students
* reach out to agencies who support positive use of the internet e.g. Netsafe <https://www.netsafe.org.nz/>
* support students to create a campaign around positive use of the internet
* work with the project team to prepare instructions/tip sheets to support data access for students
* join a monthly project call to report feedback from students and make suggestions
* support outreach events where necessary

### Whānau engagement coordinator and support

These roles support whānau engaging with their connectivity access, both to help students and to communicate with teachers. Their goal is to overcome the barriers to uptake and continued use of digital education by families and whānau.

The whānau engagement coordinator is an ambassador for the project. Like the project manager, they should be confident and articulate, and positive about the project. They ensure every community member understands the opportunities the connectivity service has for their tamariki and whānau. They need to work closely with the technical support person to understand some aspects of the solution.

Whānau engagement support should be people who are already well established as part of the school community. This may include being bilingual, part of the local church, or any other criteria important to the community.

All whānau engagement staff must be culturally sensitive.

They support whānau in the community by:

* creating an awareness of the project through home visits and other means of distributing information, such as mail drops
* helping whānau complete sign-up formalities including in home visits
* providing resources and guidance in educative parent evenings and other activities
* sharing whānau needs with the project team
* providing technical support with phone calls, emails, helping them get devices, test network access, and log in
* attending community events to promote the project
* coordinating whānau training sessions

When delivering in-home visits, two people must be present. Both a technical engineer and a whānau engagement person are recommended for two reasons:

* safety of staff going in to homes
* skill sets of both of these people are often required.

Community representatives

It is important the community have their say. From the early stages, seek community representation to engage with the community, give feedback on the project and to represent the community’s voice.

Your community representative(s) should be someone who has mana within your community. They may work for a community trust, have whānau in the area, volunteer, or be part of another group. They must be well-connected and respected within your community. Consider if your community is bilingual, and if you can find a bilingual community representative, too. Inquire with your local iwi representatives or ask the school principal about active members within the community.

The community representative’s responsibilities include:

* attending project meetings online when appropriate
* sharing community feedback about the project
* being a community advocate about the project
* bringing a community voice to the project, including past experiences of the community that may affect the project

. 

Figure 2 - Representing the local community at the ConnectED launch

### Provider of professional development for educators

A professional development provider will help staff understand and plan for this project. They will be an expert in digital fluency, digital technologies and online home-school communication. They should have an education background and understand the teaching opportunities that student home connectivity provides.

Some projects may require a team of facilitators, with a range of experiences. When this is the case, ensure that there is a coordinated training approach across the school.

To start, the provider will work with the school. They will create a professional development project which includes:

* strategic goals
* content to be delivered
* software/apps/projects to be supported
* dates for facilitation
* groups they will be working with
* an implementation guide - a robust ‘what does this look like’ guide for the school.

The facilitator will help school staff with:

* understanding digital fluency
* integrating digital methods into good teaching practice
* information for students about the connectivity project and its benefits, including how to get devices
* developing home – school communication using online tools
* understanding apps/projects/software that will add value to the connectivity project

You can apply for Ministry-funded professional learning and development (PLD). Full details are here: <http://services.education.govt.nz/pld/the-pld-service/>

### Ministry of Education contact

Contact the Ministry of Education at [Equitable.Digitalaccess@education.govt.nz](mailto:Equitable.Digitalaccess@education.govt.nz) about your project. Take note of the person who becomes your Ministry of Education contact. Your contact can answer your questions throughout the project.

Connecting to the Ministry of Education benefits you and also the Ministry. It enables your project to be up-to-date and aligned with changes to Ministry policy and support for digital equity for students. Your Ministry contact is also able to link you with other connection projects in other New Zealand schools, and the information you share with the Ministry about your project will help to inform Ministry policy.

## Secure technical roles and providers

### Providers of Internet access

Internet access for students is created by:

* a connection layer delivered by an access provider
* a data layer delivered by an internet service provider.

There are two options for providing home internet access to your students. This guide describes a project using O*ption 1* – *Network 4 Learning (N4L) and a suitable access provider*, which is what ConnectED used for their student connectivity project.

#### Option 1 - Using the school internet service provider, N4L, and a suitable access provider

There are benefits to using the existing N4L service. It is already integrated into the Ministry of Education identity services. It restricts access to eligible users only and providing age appropriate filtered internet access. It provides, at home, the same internet service the student receives at school.

Currently, to use the N4L service, an access provider is also required. The access provider connects students’ homes to a point where the N4L can pick up the data traffic. The access media may be fibre, copper, Wi-Fi, or mobile. For the ConnectED project, the connection technology was communal wireless infrastructure, powered via the Chorus copper network. A local access provider will know the options for your community.

#### Option 2 - Using a Retail Service Provider

A retail service provider (RSP) will establish the relationship with a suitable access provider. These organisations can be access providers as well. To ensure services are limited to students, your RSP can get the Ministry of Education’s instructions about integrating with education identity services. The Ministry also recommends that the internet service provided to students is filtered.

It is best practice to authenticate students’ connections against the school identity system via the Ministry’s identity broker. The RSP may use the device as the proxy for student identity.

### Onsite technical expert / IT Service provider

The onsite technical expert is the main point of contact and consultant for the technical side of the project. They may already be providing operational or hardware support for the school’s IT environment. This means they know about the school’s IT already, and they have IT skills.

The school may already have staff and IT services or engage a third party to deliver those functions. If you do not have one, find a suitable provider with a positive reputation in the education sector.

The technical expert will:

* integrate the school identity system with the identity broker for N4L off campus access
* be the first point of contact for student IT support for device failure and/or off campus connectivity issues
* log and track technical issues, with the goal of fixing them via best efforts and on the next business day
* escalate wireless connectivity issues to N4L and/or the access provider
* support the whānau engagement team with in-home visits and device registration
* work with educator training provider and whānau engagement co-ordinator to develop troubleshooting documentation to help teachers, students, and whānau
* maintain device registration and student logons, including password resets
* report weekly to the project team about technical issues, with both tracking data and explanations

They must have good communication skills. They need to be transparent. That means they are willing to explain what’s going on. They should share user data and logs of problems and technical support requests. They can manage students’ support queries and their escalations. Let them know about these communication requirements when the project begins.

Figure 3 - Technical experts can support your project from start to launch

### Device procurement partner/s and administrative support

The school may already have a device procurement partner. This is a company who will work with the project team and school to ensure that the project has options for supply of devices. The device provider may supply:

* finance options
* purchase options
* school owned options
* devices purchased through funds raised or a community trust.

Your project team needs to decide on your technical requirements as this will form the basis of your device specifications and models for school devices. These requirements may affect ‘bring your own device’ requirements too. Ensure the ‘bundle’ you choose has insurance, warranty and carry case options.

Your project administration and whānau engagement team will help coordinate providing devices to students.

If you are seeking a device procurement partner, contact your school’s supplier and local IT retailers. You can also inquire with related projects at nearby schools. Compare proposals to ensure you are getting competitive pricing for your students and whānau.

## Ensure certain roles pass a police check

All roles that will be in school premises, enter homes or access student and whānau data will need to pass a police check. This ensures it is appropriate for them to work on student services where they are interacting with students and whānau.

The schools administrative support team should be able to advise and assist with the police check process.

# Stage 3: Create your implementation plan

## Plan your connectivity project

An implementation plan should define what to do, when to do it, and how to achieve it. This section will help you create an implementation plan for your connectivity project.

## Checklist - implementation plan

Use this checklist as a guide to create an implementation plan. A complete plan will address all these.

|  |  |
| --- | --- |
| Project features and services | Date Accomplished |
| * Recruit project team |  |
| * Secure funding and partnerships |  |
| * Confirm engagement and project overview with school |  |
| * Confirm project name and branding |  |
| * Confirm the project scope |  |
| * Set project schedule, with timeline and goal dates for delivery |  |

|  |  |
| --- | --- |
| Project policies and procedures | Date Accomplished |
| * Policies for eligibility |  |
| * Policies for devices – bring your own device |  |
| * Policies for devices – project to provide devices |  |
| * Policies – internet safety and filtering |  |
| * Policies – hiring and vetting staff |  |
| * Policies – consent forms for evaluation |  |
| * Procedures – buying/financing devices |  |
| * Procedures – preparing devices and providing signup |  |
| * Procedures – student and whānau instructions and technical support |  |
| * Procedures – for student and whānau support staff |  |

## Recruit project team

Each of the starting stakeholders can note roles and work required for your project team. This guide has recommendations for roles and their qualifications and experience. See Stage 2: Set up your project team, for more detail.

## Secure funding and partnerships

Consider grants or funding bodies that can provide additional funding for the project. Your project partners may be able to point you to some of these organisations or you may search for them online. You may also want to contact your local government to check if there’s funding support that you can apply for.

Here are partners that ConnectED worked with, and a summary of the services they provided:

Greater Christchurch Schools Network <https://www.gcsn.school.nz/>

* project management
* professional development
* community engagement

Ruckus Networks <https://www.ruckuswireless.com/>

* Wireless Access Points (WAPs) used in the WiFi mesh network in the ConnectED coverage zone

Cyclone <https://www.cyclone.co.nz/>

* operational support for school’s ICT environment
* tier 1 support for issues with service provided through ConnectED (accessing the N4L SSID)
* community engagement support

Chorus <https://www.chorus.co.nz/>

* accessing infrastructure and creating a WiFi mesh network in the ConnectED coverage zone

Network 4 Learning <https://www.n4l.co.nz/>

* broadcast of N4L SSID providing internet access in the ConnectED coverage area
* device onboarding and authentication service

Ministry of Education <http://education.govt.nz/>

* identity broker to authenticate student login requests to connect to N4L SSID service
* “critical friend” support for the project
* co-ordination of the technical implementation

Haeata Community Campus <https://www.haeata.school.nz/>

* support for the device purchase scheme for families
* community consultation and engagement

## Confirm engagement and project overview with school

You need the school to engage at the early stages. Check in with the in-school champion regularly. Ensure that staff are empowered and supported to understand the benefits of the project.

A project overview refines your scope of what you’ll provide for your project. It needs to describe your project with goals you can achieve. Here is a sample project overview.

### A sample project overview

This project is to provide, at no cost to families and whānau, unlimited internet access at home for students in the household in [SUBURB] of [REGION] for the years [YEARS].

In providing this fully funded internet access all school students will have the opportunity to:

* reinforce their learning at school in the home environment
* use all the opportunities for learning that are available through the Internet
* enhance future career and education prospects.

All families and adults will have the opportunity to:

* engage with and support their children’s learning
* build their own confidence and expertise in using IT
* develop their understanding of the huge potential of the internet

### Professional learning and development for staff

The school needs to provide educator training around this project so educators within the school/s served by your project are supported in creating teaching practices that use the student home access, and also enable parents and whānau to engage with their students’ learning. Plan time for meetings and hui on how increased digital access can support the students and community.

Here are examples of tools and toolsets to engage parents and whānau, sharing learning and communicating with teachers:

* SeeSaw web.seesaw.me
* LINC-ED [www.linc-ed.com](http://www.linc-ed.com)
* Google Drive
* OneDrive
* blog projects

## Confirm project name and branding

Figure 4 – ConnectED Project name and brand on a banner.

Name your project and brand it so it is recognisable. Here are some suggestions to help you do this.

* Give your project a short, catchy name.
* Choose brand colours and a signature font for printed materials and web pages.
* Develop a small graphic logo to make your content easy to identify. The Wi-Fi symbol is useful and widely recognised.

Use your branding on printed materials, on your website, and on items to support your community presence, such as flags and banners.

## Confirm the project scope

The project scope needs to define what the project will deliver. This can include training, documentation, updated processes, service level agreements, and more. When the scope is documented the boundaries must be clear between what is to be delivered and what won’t be delivered.

The project scope should cover:

* who is providing which services
* the definitions and requirements for services.

The project team will need to agree on the project scope. Everyone needs to understand the roles and responsibilities.

Appendix 9 is a high level project scope.

## Set a project schedule, with timelines and goal dates for delivery

When the team is in place and the project scope is defined, you can set schedules and timelines. Set up schedules during, or after, a project launch meeting.

### How long should a connectivity project take?

It usually takes five to six months of planning from creating a project team to service availability. From there, it may take three to six months to bring students and whānau as possible on board. Be cautious with time estimates and allow your team some time to learn as they work.

It can be helpful to plan for several waves of bringing students and whānau on board. Here is a sample from one school’s project:

1. Start connecting students and whānau with existing data connection and suitable devices.
2. Start connecting for students and whānau with alternative data connection and suitable devices.
3. Start connecting students and whānau with no current connection and potentially no device.

It is also helpful to plan for a technical launch at the beginning of a term.

After six months, you may be able to downsize the project team. The project would be handed over to team roles who are within the school or providing whānau and student support directly.

### Set up dates and timelines for your project goals

Consider setting dates for the following:

* high level project goals
* delivery stage milestones:
  + project team appointed / agreed
  + Service availability
  + Public launch date
  + Roll out to students commences
  + X% of whānau will have had outreach by X date
  + X% of eligible students will have taken this up by X date.
* teacher and whānau events and training.

Monitor progress and be prepared to revise your dates and timeline if needed.

## Write policies and procedures

Your connectivity project will need the following policies and procedures. Your school may have examples that can be adapted for your connectivity project.

For ConnectED, all policies and procedures had to be approved by the school.

### Policies

* eligibility for receiving project services
* bring-your-own device/devices provided by students
* device provision projects (via at-cost sales or lease)
* internet safety and filtering (see *Appendix 1 – Content filtering policy)*
* hiring and vetting staff
* consent forms for evaluation (if evaluation is in scope for your project)

### Procedures

* buying and/or financing devices
* preparing students/whānau provided devices
* signing students/whānau up for access
* student and whānau instructions and technical support:
  + students/whānau at home testing access
  + students at home completing onboarding
  + whānau at home completing their first login
  + how to access support
* student and whānau support staff:
* providing services and support for students/whānau
* visiting students/whānau at home with support and outreach as student and whānau support staff

# Stage 4: Implement technical and support services

The project needs a technical implementation plan which outlines all the technical needs of the project. Each technical area must be planned, including:

* how it will be supported
* who will be supporting it
* when it will be launched as an available service.

## Checklists - technical project

Use these checklists to set up the technical stage of the project.

|  |  |  |
| --- | --- | --- |
| Technical elements | Provider and contact person | Date |
| * School internet access/Network 4 Learning |  |  |
| * Community and home internet access |  |  |
| * Home network hardware |  |  |
| * Wi-Fi or cable connections |  |  |
| * Student authentication |  |  |
| * Device verification |  |  |

|  |  |  |
| --- | --- | --- |
| School technical support and documentation | Document or website link | Date |
| * Support students/whānau to access the network |  |  |
| * Support bring-your-own devices and device sales and distribution |  |  |
| * Test that onboarding is working |  |  |
| * Technical support provided by the school |  |  |
| * Post information on school website |  |  |
| * Create student and whānau instructions for home |  |  |

|  |  |  |
| --- | --- | --- |
| Technical policies | Document or website link | Date |
| * Technical support policy |  |  |
| * Approved devices and operating systems |  |  |
| * Device use policy |  |  |
| * Acceptable use policy |  |  |
| * Apps and tools to use and promote |  |  |
| * Group permissions for apps and websites |  |  |

## Overview of a sample network

This diagram shows how the project’s technical elements work together for the network. With all the technical elements in place, the project has a safe, secure network to provide educational online access.

A screenshot of a cell phone

Description automatically generated Figure 5 - How students and whānau access the project's network

## Understand and check off your technical requirements

The school will already have its own IT environment with data access. It may already have robust Wi-Fi, a bring-your-own-device agreement, and an N4L connection.

To do this, all projects need these technical aspects. Use the technical checklist to track:

* **School access/Network 4 Learning** – internet access for students and teachers at the school
* **Community and home internet access** – internet access for students and whānau from their homes, via Wi-Fi or cable/fibre networks
* **Home network hardware** – cables, transmitters, and computers to enable Wi-Fi or cable connections
* **Student authentication and device verification** – a secure software check that confirms login identity and access for students and whānau
* **Testing solutions** – how to check that the connectivity solution is working, and how students and whānau can check that they have access

All of these come together to create the project’s connectivity solution.

All project team members and stakeholders need to understand the technical aspects of your connectivity project. This empowers them and helps them make it work for its audience, students and whānau. It also needs to be recorded in documentation for the project.

Consider having the community/home access provider or technical support give a presentation with a question and answer session. This can be recorded as a reference. It can also be used as a basis for a frequently asked question section on the project website.

A person standing in front of a computer

Description automatically generated

Figure 6 - A whānau engagement educator listens to, and answers, questions.

## Provide technical support and documentation

### Support students/whānau to access the network

For ConnectED students and whānau, it was important to conduct a test to ensure access and strength of the project’s Wi-Fi or cable connection. If they had a device, they could test this themselves. If not, the whānau team visited their home and ran a test.

### Support for bring-your-own-devices

If the school has a bring-your-own device (BYOD) policy, make sure this connectivity project aligns with the policy. This ensures that students covered by your project receive good support and able to access N4L (or your alternate RSP) when they use their BYOD device at home.

In ConnectED, there are two options to have students access the network: have them use their own devices, or help them get a device from Haeata’s device procurement partner.

### Test the onboarding is working

Once students have devices, they need to log in successfully. The first time they log in, they are authenticated onto the network. This is called ‘first log-in onboarding’.

Test the onboarding with a representative student group. See *Appendix 3 – Technical documentation* for a sample testing procedure.

### Technical support provided by the school

The school must have technical support and instructions to help students and whānau:

* test that they have access at home
* log into the project’s access for the first time, a process called ‘onboarding’
* fix problems they have with onboarding or regular use.

It’s helpful to consider holiday support. See *Appendix 8 – Holiday support schedule* for a sample.

### Post information on the school website

Make sure that information about the project is on a project page on the school website. This can be the first source for anyone who wants to know more about the project. It can include:

* a project overview
* information about purchasing devices
* student and whānau tip sheets
* mapping of the geographical area supported
* project team profiles and contact information
* events
* important dates

### Student and whānau instructions for home internet access

You need to provide clear instructions to help students and whānau access the network from home.

Other projects have set up simple one-sheet pages with information about:

* overall processes
* equipment schematic for equipment and cables in the home
* testing access to your network
* connecting for different types of devices: Apple, Windows, and Android
* purchasing a device
* information about whānau engagement availability
* connecting if Wi-Fi is not working.

Brand these one-page sheets with the project’s logo and contact information. Make sure both print and online versions are available. See *Appendix 3 – Technical documentation* for samples.

## Create and confirm technical policies

Make your technical policies user friendly for anyone in the project team. They need to be read and understood by all parties involved. They can be stated clearly for users, and shared when users onboard. They will help everyone work appropriately with technical policies for the project. Many of these are built into the implementation and planning of the project.

### Technical support policy for logging and escalating problems

A support process should have escalation levels to ensure problems get the attention they need. We also recommend a ’holiday break model’, with details and times for when support will be provided outside the standard terms.

To help manage this, it is recommended that:

* schools have a recommended device
* there is a section on the school website about the project, including contact details and FAQs
* qualifying data speeds are established and shared for testing purposes
* technical contacts have a secure list of accounts, logins, and account contacts for each technical aspect
* student and whānau outreach teams know about all technical support polices to help them provide support.

### Approved devices and operating systems

An approved device policy ensures that devices are supported: they have specifications and current software that lets them run the projects needed. See *Appendix 2 – Device specifications* for a sample of one project’s laptop specifications.

### Device and network use policy

A device and network use policy ensures that:

* devices are used appropriately and digital access is not abused
* network and device support is limited to project access and educational software as provided at the school.

For example, if the policy says each student can only link a maximum of two devices to the network, they may only be able to connect a laptop and mobile device. It also makes it less likely for others to misuse the digital access.

N4L has a comprehensive acceptable use policy available on their website: <https://www.n4l.co.nz/wp-content/uploads/2016/01/Network-Acceptable-Use-Policy-v1.pdf>

### Apps and websites to block

You may want to block apps you deem as non-educational and websites from your project’s digital access. See *Appendix 4 – Application policy* for a sample of how one project reviewed and blocked this type of content.

# Stage 5:System availability and public launch

Your hard work will pay off when you launch your project. On your project launch date, you will share your project with the community and begin providing connectivity for students.

## Checklist - project launch

|  |  |
| --- | --- |
| Project launch task or event | Date Accomplished |
| * Test system connection prior to launch |  |
| * Set a date for your community project launch |  |
| * Work with a media liaison for regional and national coverage |  |
| * Ensure all online and print support materials are available |  |
| * Ensure all teachers and students are aware of the project |  |
| * Promote the project to the community |  |
| * Plan the launch |  |
| * Have your launch event |  |



Figure 7 - Community coming together at the ConnectED project launch for Haeata School, Christchurch

## Set a date for your community project launch

Your project plan will have a goal launch date for your project. You can set the formal launch date closer to the time. Plan the launch date after your solution has passed technical testing, to ensure whānau can sign up to the solution.

To confirm your launch date and location;

* Plan a date where the majority of your project team can attend.
* Consider a day and time that will work for your community.
* Ensure that the date and location are family friendly.
* Check dates with local MPs and Council members.

#### Work with a media liaison for regional and national coverage

Work with your media liaison person to ensure the date planned will have the opportunity for full coverage. There may be events happening in the media that will impact coverage, such as a similar pilot in another area being launched the week before.

## Ensure all online and print materials are available

Your online and print materials need to be available and accessible for your launch date.

You need to finalise printed materials first. Ask your printer how much time they need to complete booklets and other printed materials. That way, you can make sure they are ready by your launch date.

Your website and online documentation/tip sheets should also be ready by the launch date. Your website will receive lots of visits and attention during and immediately after your launch event.

## Ensure teachers and students are aware of the project

Your in-school champions and whānau engagement team need to prepare staff and students for the launch. They should be ready to train, sign up for, and promote the project.

Figure 8 – Anyone from your community can help spread your message

Teachers and students at the launch may be interviewed by the media about the benefits of your project and the positive impact it will have on their lives. Consider preparing two to three teachers and students to speak with media who represent the school community well. Ensure they have the correct permission for media engagement.

Make sure they understand:

* overall project and goals
* what it means for teaching/learning
* where to find help
* how to give feedback
* policies and procedures
* how to escalate a problem to technical support.

It is recommended to have a soft internal launch before the public launch so everybody within the school is informed about the project, brought on board, inspired, and empowered.

School staff must understand your project and its positive goals. This is a good time for some professional development around digital fluency.

Your student support team can organise student information and internet safety events. For these events, tell students what they need to know and what good things they will get out of your project. Provide information for them to take away.

## Promote the project to your community

It is important that the community have information about the project before attending the launch. This will ensure media engagement is meaningful. Send out information. Also have your whānau engagement team at community events leading up to the launch. Use your branding out in the community so it is recognisable and people are talking about it.

Creating a buzz is essential for a positive launch. You want to have people from the community speaking about the project with students, teachers, local councillors, project team, and government officials. The goal is for everyone to leave the launch feeling inspired.

## Plan the launch

Work with local iwi and community groups to ensure the launch fits in with your community. You may have some type of protocol to follow which may also involve food. It’s helpful to ask attendees to sign a photography release form. See *Appendix 7 – Event photography release form* for a sample.

This launch is about your community so make them feel welcome. A ceremony supports the sense of celebration and achievement. This may be cutting of a cake with project logos or signing a declaration affirming the project’s goals.



Figure 9 - Ready to celebrate with cake

### Recommendations for a launch event

ConnectED have made recommendations to help your launch event be fun and informative.

#### Have stations with software and school communications tools set up

This is your chance to show the community the benefits of your connectivity network. Have different stations that show:

* your procurement partner, with samples of devices
* your speed testing tool, particularly helpful for whānau engagement
* your communication tools – examples of benefits or students and whānau
* how to sign up for internet access through your project, and how to come on-board.



Figure 10 - Printed materials find their audience at a launch event

#### Create and use a schedule for the event

See *Appendix 6 – Launch event schedule* for a sample schedule.

# Stage 6: Roll out student and whānau engagement

Your community’s awareness and support of your connectivity project will help you succeed. After your launch event, continue to promote.

## Checklist - project promotion

|  |  |
| --- | --- |
| Project launch task or event | Date Accomplished |
| * Engage in parent and whānau communications |  |
| * Understand your audience and be proactive about their needs |  |
| * Plan ongoing support for students and whānau |  |
| * Distribute flyers, brochures, and instructions |  |
| * Let your community know through the media |  |
| * Engage via visits and promotional sessions |  |

## Engage in parent and whānau communications

When parents and whānau are involved in their childrens education, there are better outcomes for students.

To support this, plan parent and whānau information evenings. Make sure you have strong messages about your project. Again, provide something for them to take away.

Expect parents to have detailed questions about policies, especially around police checks and internet safety. It’s good if you can have people from the project team available to answer questions, such as the technical lead and the school’s technical support.

### Understand your audience and be proactive about their needs

Consider the best ways to reach parents and whānau. Plan information evenings and open hours at your support centre. In-home visits may be the most effective way of reaching your community. Make sure you have printed information for them, and a website to visit.

Be proactive. Check in with your users. Review testing data and make calls to whānau who have been testing and attempting to on-board from home. Ask if they are having a good experience, or if there is something that can make their experience better.

You can do this whenever your project feels ready: at the beginning, or after technical setup. You should always do this before the external launch.

## Plan ongoing support for students and whānau

Student and whānau engagement will continue after your project launch. You may have new users come on board, or you may expand the area supported by your project. Make sure these roles have long-term funding and support. This may also mean recruiting additional staff to maintain student and whānau engagement.

For ongoing support, you can put in place:

* firm support hours in the school, for students to drop in or request support.
* printed brochures and instructions with phone numbers for student and whānau support
* a web page with documentation to read and download.

This diagram shows how your support networks connect to students, parents and whānau.

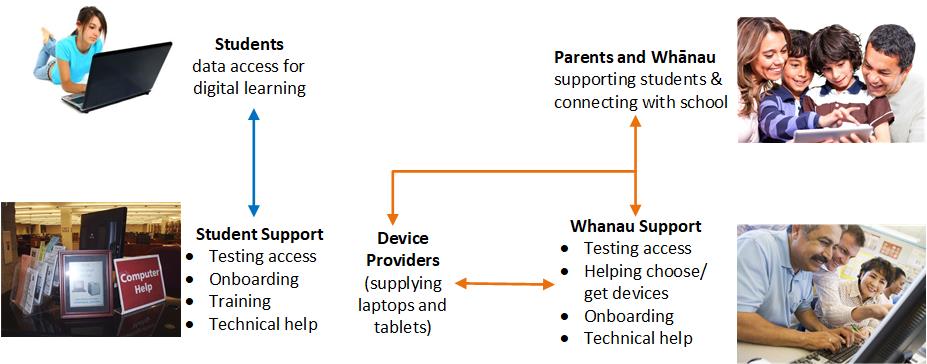


Figure 11 - Support networks for a connectivity project

## Distribute flyers, brochures and instructions

You need to reach students and whānau in your community who are not yet connected to home internet. To do this, you can use printed marketing materials and face-to-face engagements.

Design for your community audience. This can include photos that speak to the community, fonts and colours linked to your project or school, or answers to questions that have arisen.

Clearly written text helps all of your audience. This is valuable for whānau who may be new to online activity and people who speak English as a second/additional language.

Make sure your printed instructions and support are simple to read and easy to understand. Developing one-page information forms is recommended for different stages of testing, onboarding, and student and whānau use. Student and whānau engagement staff can bring these with them for training and visits.

This sample ConnectED brochure is available both in print and online. [https://Haeata ConnectED brochure.pdf](https://docs.wixstatic.com/ugd/78f482_3ee0f14e2f6e4897bf117270b8ecc473.pdf)



Figure 12 - Pages of the ConnectED brochure

### Let your community know through the media

Engage with the media, both local, regional and national. Have someone in the team who is the media liaison. This needs to be someone who is familiar with the outlets and what they will be interested in.

Send out media releases and invite them to events, especially your project launch. Have a designated contact person to answer media questions.

Media publicity has led to support for pilot projects and students get excited to participate.

It is important to publicise your project through your school to help inform parents and whānau about your project. For a sample media release, see *Appendix 5 – Media release*.

### Engage via visits and promotional sessions

Visits and promotional sessions are another good way to reach students and whānau who do not have internet access. This allows you to answer questions and concerns directly.

You can have your whānau engagement team do ‘door knocking’ visits with families enrolled at your school. This is an excellent way to also run tests to see if they can access internet from their location.

You can have information evenings and promotional sessions with coffee carts. Or, attend community events with information tables.

Lastly, you can have open sessions for students with your student engagement team.

Be sure to record the feedback and take-up for your project from these sessions. This helps with monitoring your project, so you can identify gaps and improve, and continue doing what works for your community.

# Stage 7: Transition to the agreed operational model

## Finalise and agree on day-to-day management of the system

Your final goal is to transition to a sustainable management model for the ongoing operation of the system.

For ConnectED, the project team handed it over to Haeata Community Campus following discussions with the school, project stakeholders and the wider community. This helped reduce the ongoing project costs and gave the school full ownership. The handover made the expanded data network and community outreach part of the school’s IT infrastructure.

When should the handover take place? Other projects have done their handover after the project has been launched and been working well for a term.

The handover needs to include all the important aspects of your project. The in-school person or team must understand the practical and technical aspects of the project. They also need to make time for maintenance and growth, to ensure its ongoing success.

As part of the handover, make sure that both sides, the school and the technical contacts receive an update. Each side needs to know who they will work with for your project’s data access. Provide the school with all contacts and account information.

Update the project’s Memorandum of Understanding or Scope to ensure the school takes responsibility for the running of the project. The Project Lead should ensure that funding continues to be available to the school. They also need to make sure that the school understands if, or when, they may need to apply for more funding.

You may want to mark the handover with a coffee morning or an afternoon tea. This is a considerate way say goodbye to external staff, and perhaps the former project. It provides a positive emphasis on the transition to school staff and teachers.

## Checklist - transition to agreed operational model

Use this checklist to support the transition. Your list may need additional items, depending on your project’s management requirements.

| Responsibility | Action | School Manager |
| --- | --- | --- |
| * Ensure all parties are delivering the services they agreed to | * Review your technical provider checklist and their agreements * Review your project team checklist * Review your Project Scope * Update provider contacts * Notify providers of updated school contacts |  |
| * Continue device procurements partnerships and agreements | * Ensure procurement agreements are in place, this may include finance options * Ensure procedures are in place for any sales queries or escalation needed * Ensure whānau have budget for payments - budget officer * Notify procurement partner of updated school contacts |  |
| * Chair a weekly project meeting or call | * Update all parties * Chair the meeting * Send follow up actions and notes from meeting |  |
| * Maintain documentation | * Review documentation before the start of each term to ensure it is current |  |
| * Manage relationship with funding bodies | * Collate and provide monthly reporting of funding * Apply for additional funding when needed |  |
| * Manage media engagements | * Have a point of contact for media engagement * Consider a ‘success story’ press release every 6 months after project launch * Work with local media to share successes * Continue to share success through school communication |  |
| * Manage whānau engagement team | * Ensure maximum exposure of your project * Review hours allocated - amend if required * Work through resources, including collateral and documentation * Plan for week or term ahead * Weekly onsite meetings to ensure team are on track |  |
| * Develop partnerships | * Work with local businesses to promote project * Use community newsletters and events to promote project * Work with local training facilities or libraries to train community in IT |  |

## Discussing your project

You have full ownership of your community’s connectivity project. This guide is your ‘starter for 10’ to help with your planning and implementation.

If you want more advice, including technical information, contact the Equitable Digital Access group at the Ministry of Education at:

[Equitable.Digitalaccess@education.govt.nz](mailto:Equitable.Digitalaccess@education.govt.nz)

If you want to consult with the group that led ConnectED, contact Greater Christchurch Schools Network Trust at:

[www.gcsn.school.nz](http://www.gcsn.school.nz)

Note that both these groups can answer your questions, but they do not provide any funding.

# Appendices

These examples are from pilot participants and their experiences. The Greater Christchurch Schools’ Network Trust also supported the development of this content.

Appendix 1: Content Filtering Policy

Appendix 2: Device Specifications

Appendix 3: Technical Documentation

Appendix 4: Application policy – apps students can and can’t use and why

Appendix 5: Media release

Appendix 6: Launch event schedule

Appendix 7: Event photography release form

Appendix 8: Holiday support schedule

Appendix 9: High Level project scope

# Appendix 1: Content filtering policy

This is a sample of an off campus content filtering policy.

**Content Filtering Requirements**

Content filtering is broken down into three groups for students and staff.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year level** | **Devices Available** | **School Hours** | **Out of School Hours** | **Notes** |
| **Year 1 - 4** | iPads  Chromebooks | Youtube for Kids Only  Social media Blocked Games Blocked  Instant messaging  Advertising  Auctions and Trading | Internet blocked 7pm - 7am | **Junior Policy** |
| **Year 5 - 8** | Shared Desktops  Chromebooks | Social Media and Games Blocked  Instant messaging  Advertising  Auctions and Trading | Internet blocked 9pm - 7am | **Intermediate Policy** |
| **Year 9 - 13** | Windows Laptops  Chromebooks | Youtube Allowed  Social Media and Games Blocked between 9am - 3pm | Internet blocked between 10:30 - 5am  Social Media and Games Blocked - 7pm - 9pm | **Senior Policy** |
| **Staff** | **Tela laptops** | Only NSFW content blocked | Unrestricted | **Staff Policy** |

**Year 1 - 4**

* **Year 1 - 3**
  + Use touch screen devices such as iPads and touch screen TVs in the learning hub.
* **Year 4**
  + Access to pod of 20 Chromebooks which are shared and purchase of Chromebooks if family wishes
* **Content Filtering Requirements**
  + Youtube for Kids and Restricted Youtube
  + Social media - blocked
  + Games - blocked (Does not include Mathletics, Reading Eggs as this is categorised as Child Education)
  + Access blocked between 7pm - 7am

**Year 5 - 8**

* **Content Filtering Requirements**
  + Youtube Allowed (Moderate Restricted Mode)
  + Social Media - blocked
  + Games – blocked unless added to safe list
  + Internet blocked between 9pm - 7am

**Year 9 - 13**

* **Content Filtering Requirements**
  + Youtube Allowed
  + Social Media and Games Allowed
    - Except between 9am - 3pm and 7pm - 9pm
  + Internet blocked between 10:30pm - 6am

There are two additional groups that will need a policy:

* **Staff** - Staff will have no restrictions with only the nasty stuff blocked
* **No Internet Access** - This is for Students who have breached the policy and the school wishes to revoke their access

**Specific bans are in place** for Fortinet, shell shockers, pub gee.

**Community education** needs sessions for community on appropriate use and hours of use for students and internet safety. We also want REAPs[[2]](#footnote-2) to follow through on Google training.

# Appendix 2: Device specifications

This is a sample of a device specification for a laptop used by a school.

### Acer B117 laptop

The Acer B117 laptop has been selected to provide you with these great features, getting you ready to go.

### Tough and durable

Ruggedised frame, 180 degree hinge and spill resistant keyboard.

### Great performance for learning needs

Includes:

* Intel Celeron Quad Core processor
* Intel HD Graphics 400  
  4Gb RAM
* 128Gb Solid state drive [SSD]
* 11.6’’ HD Screen (1366x768), Anti-glare

### Great for connecting

* Wireless for WiFi 802.11ac
* USB 3.0 port, USB 2.0 port and HDMI port
* Up to 10 hours battery life

### Light and easy to carry around

Weighs only 1.35 kg and is just 22.3 mm thick.

### 3 Year warranty and insurance

Insurance covers accidental damage and theft.

# Appendix 3: Technical documentation

This section includes sample documentation.

Note that each piece of documentation:

* is in PDF format
* uses simple, clear language
* includes the project’s log and branding
* includes the project’s contact and support information
* is short, one to two pages long.

## Testing WiFi availability in a home before onboarding

This PDF document describes how to test WiFi availability in a home before onboarding. Click it to read this PDF.



## Student and whānau user documentation

This set of documentation is for student and whānau users.

### Student process for onboarding



### Student test for internet connection



### Connecting Apple and Windows devices

### Purchasing a device



### Support availability times



### If WiFi is not working



# Appendix 4: Application policy – apps students can and can’t use and why

This sample shows how one school evaluated apps and software for their project’s internet access. They reviewed how students logged in, what communication the software enabled, and how well it aligned with their project values.

This is a suggestion only. It may be a way of communicating to students and whānau what access is available and why. This would need to be communicated with Network 4 Learning to ensure permissions were set accordingly.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| App or software | Authentication | Communication | Value alignment | On/Off |
| **WhatsApp/Viber** | Personal phone number – mobile only | Send messaging and photos | Does not align with any values | Off |
| **Google Suite**  **Google Search**  **YouTube** | Use School log in  Mobile and desktop | Email  Google Communities  Google Hangouts | Provides digital tools for learning and sharing data | On |
| **O365 suite** | Use school log in  Mobile and desktop |  | Provides digital tools for learning and sharing data | On |
| **Netflix** | Any email address | Documentary watching | Supports media learning | Off |
| **Online gaming** |  |  | Does not align with any values | Off |
| **Whats App/Viber** | Personal phone number – mobile only | Send messaging and photos | Does not align with any values | Off |
| **Online gaming** | Varies |  |  | Off |
| **Facebook** |  |  | Communication, group participation | Turned on |
| **Trade Me** |  |  | Does not align with any values | Off |
| **TAB** |  |  | Does not align with any values | Off |
| **Pinterest** |  |  | Often used for historical and cultural images and data | Off |

# Appendix 5: Media release

This is a sample media releasethat was sent out to support the project launch.

### Media Release for ConnectED Haeata

Innovative partnership connects Haeata students to the digital world

An innovative partnership between the private sector and Crown agencies is providing free access to digital education from home for hundreds of students at Haeata Community Campus.

After months of planning, setting up and testing the equipment, Haeata principal Andy Kai Fong today announced that over 360 students in 190 homes across Aranui in Christchurch’s east will now have free Wi-Fi access for their school learning. According to the last census, over 40% of the Aranui community did not have access to the internet.  
  
The project is coordinated by the Greater Christchurch School Network Trust on behalf of Haeata and supported by Chorus, Cyclone, Crown agency Network 4 Learning (N4L) and the Ministry of Education.  
  
“Our mission is to ensure that every child has the opportunity to meet their potential and in today's connected world that means that learning takes place 24/7, not just at school,“ said Steve Wakefield, the chairman of Greater Christchurch Schools’ Network Trust.  
  
“Children need to have internet connectivity in their homes to maximise their learning, and ensure that they are not left behind, and this project sets out to prove that this goal is feasible and cost-effective to achieve."  
  
Principal Kai Fong said that internet and devices are a luxury that many of his whānau cannot afford.  “This creates a huge disadvantage for these families and this initiative aims to bridge that digital divide.”  
  
All Haeata students between Breezes Road, Pages Road, Wainoni Road and Anzac Drive will be able to access the school network through 66 wireless points installed by Chorus staff across that area.  
  
“We are incredibly grateful to Chorus for providing the infrastructure and N4L for setting up the Managed Network and filtering software that will provide the same safe digital learning experience our student get at school,” said the principal.  
  
Mr Kai Fong explained that the project is specifically designed to give the students access to the school network but is not meant to provide free internet to the families. “The students will have the same restrictions on their device as they have at school so they won’t be able to use it to stream Netflix or play games like Fortnite.”

The Greater Christchurch Schools Network is working with the community to promote the new network and provide information about financing to help families purchase a device for their learner.  
  
“Digital technology is rapidly changing our society, so we want our education system and our students to be increasingly digitally-enabled to prepare them for the future ahead of them,” said Mr Kai Fong. “This initiative will be invaluable for a large group of students who may otherwise not have been able to fully explore and exploit the opportunities Haeata has to offer.”

For more background, quotes or to get some video content for your website, please go to this <LINK>

For more information and potential media footage please contact Project Manager <EMAIL>

# Appendix 6: Launch event schedule

This is a sample launch event schedule for a connectivity project’s morning event.

**9:15 doors open**

Time for attendees to sign photo release form

**9:30am Mihi Whakatau**

Followed by kai and cultural performance

Time for attendees to explore information stations

**10:15 Speaker address**

Project Manager – Thanks to all parties

Introduce local government official or Ministry of Education liasion

**10:40 Principal address**

**10:50 – Celebratory cake cutting**

Share kai and cups of tea – celebrate!

# 

# Appendix 7: Event photography release form

For public events, consider asking attendees to sign a photography release form. This ensures that your project team has rights and consent to publish images of the event in different forms of media.

Parents and whānau can sign on behalf of their children. Below is the sample used by a community project.

Kia ora whānau,

Thank you for supporting the <NAME> project. We appreciate the opportunity to use a photo of you and/or your whānau for the <NAME> project.

**Please complete the following form:**

**Your name:**

**Child’s name:**

**Hapori:**

I/We give permission for the use of photographs taken at community engagement for the <NAME> project. We understand the images may be used for marketing purposes for the <NAME> community project which may include the brochure and website for community consultation purposes. It may also be sighted in the school newsletter, magazine, website or other online channels associated with Haeata including school/class blogs, facebook page, YouTube, etc.

It is agreed that these images are only for use of community consultation and/or examples of community consultation in relation to the <NAME> project and not for use for any other advertising or marketing outside of this. These images will not be used for any monetary gain by anyone involved in the <NAME>project.

**Parent/Caregiver Name:**

**Signature:**

**Date:**

# Appendix 8: Holiday support schedule

This is a sample holiday support schedule. It describes the support available over a break between school terms.



# Appendix 9: High Level project scope

A sample scope template based on a document used by a community project.

**Project Scope: Project for the provision of home access to the N4L SSID for Xxxxx School: ## MONTH YEAR – ## MONTH YEAR**

1. **Parties:**
2. *Xxxxx* School (School)
3. *Community* Trust(TRUST)
4. *Access provider*
5. Network 4 Learning (N4L)
6. Ministry of Education (MOE)
7. *Schools ICT service provider*

**B. Background and scope:**

The purpose of this project scope is to establish an agreement between all parties stated in Section A.

The goal and therefore scope of this project is to provide, at no cost to the families involved, home access to the N4L Managed Network for School Year # and # students. The students are residents of the suburb of *[xxxxx]*.

The project is expected to run for a period of three years [YEAR] – [YEAR]. Prior to the end of the pilot *Access provider* and N4L will provide guidance to the Trust and theSchool regarding transitioning to an ongoing, sustainable service solution.

By providing this Internet access these students will have the opportunity to:

* reinforce their learning at school in the home environment;
* take full advantage of all the opportunities for learning that are available through the Internet; and
* enhance their future career and education prospects.

In addition families / whānau / aiga will have the opportunity to:

* engage with and support their children’s learning;
* build their own confidence and expertise in using IT; and
* develop their understanding of the huge potential of the Internet;

The project seeks a partnership whereby each party contributes towards supporting the delivery of services of internet into the homes. This document in no way substitutes any commercial agreements between the parties who also provide components of this project

1. **Parties involved:**

**Xxxxx School**

Xxxxx School is a large state full primary school, catering for Year 1 (New Entrants) to Year 8 pupils. It is co-educational and has a pupil age range of 5 -13 years. Our grading roll for [YEAR] is xxx and our socio-economic rating (decile rating) is Decile xxx.

We are a multicultural school with the current composition being: NZ Maori a%, NZ Euro b%, Pacifika c%, African d%, Asian e%, Other f%.

We want every student to be the best they can - in every area. We believe that learning together, with and from each other, is a critical part of becoming our best selves.

We are committed to:

* Upholding high expectations for all and focus on excellence in all areas
* Promoting effective pedagogy with particular emphasis on teaching as inquiry and differentiated learning for students
* Accelerated learning for students in literacy and numeracy
* Developing the Learning for Life traits of thinking, connecting, choice, purpose, and perseverance
* Fostering a sense of belonging that affirms the diversity of all students
* Hauora - supporting the social, physical, spiritual, mental and emotional wellbeing of students and staff, along with care for others and for the environment
* Providing a range of experiences and opportunities for students to learn and thrive

***Access Provider***

*{Introduction to the company, who they are what they do}*

**Network 4 Learning**

"N4L is a Crown company supporting government’s goals for education through its student-focussed Managed Network. The government-funded Managed Network connects schools and kura to safe, fast, reliable internet services, fully managed and supported for schools so they can get on with great teaching and learning. The company works alongside education, government, and technology partners to help schools get the most from digital connectivity and is driven by the belief that providing equitable access to digital technology will empower young New Zealanders to succeed in education and beyond.”

**Ministry of Education**

We are the government's lead advisor on the education system. We shape an education system that delivers equitable and excellent educational outcomes.

The education system touches every person, whanau and community in New Zealand and is a major contributor to improving our society and economy. The Ministry plays a critical role in shaping the system to deliver equitable and excellent outcomes for all children, young people and students.

We work with others to ensure the children, young people and students of the future are competent, connected, life-long learners.

The key education agencies and bodies we work with are:

* [Tertiary Education Commission](http://www.tec.govt.nz/) (including [Careers New Zealand](https://www.careers.govt.nz/))
* [New Zealand Qualifications Authority](http://www.nzqa.govt.nz/)
* [Education Review Office](http://www.ero.govt.nz/)
* [Education New Zealand](https://www.enz.govt.nz/)
* [Education Council](https://www.educationcouncil.org.nz/) (independent professional body for the teaching profession)

***Community* Trust**

*{Introduction to the community trust, who they are what they do, goals and objectives}*

***ICT provider to the school***

*{Introduction to the company, who they are what they do}*

**D. Assumptions:**

The assumptions shared by all parties include:

* Collateral developed during the pilot is expected to be available to be shared with other connectivity projects so that other schools and their communities can benefit from the work done here. If there are deliverables that parties do not wish to be shareable then its beholden to those parties to make the exception clear to other parties
* As per Clause F in this scoping document while the template can be shared this version of the document completed for the School is not for distribution
* The school will provide suitable devices to school students who are in scope for receiving home internet access through the project
* Network access is only allowed to students in years 7 and 8 and registered at the School and will be provided at no charge to those students or their families

**E. Understandings/ Responsibilities:**

It is agreed to that all parties commit the following for the entirety of this agreement.

| **Organisation** | **Service delivered** | **Details** | **Main contact** |
| --- | --- | --- | --- |
| *ICT service Provider* | **School & IT provider**  Operational support for the schools IT environment.  Hardware support | First point of contact for device failure and/or wireless connectivity issues and inappropriate content  Escalate wireless connectivity to N4L  Onboarding  Available hours   * 8:30am through to 3:30pm during term time   Troubleshooting documentation to outline the above.  Issue devices to students. | *Name*  *Email / phone contact* |
| *Network 4 Learning* | **Internet provider & architecture** | Connectivity to the Internet provided by N4L partners  Support and manage firewall and content filtering (within support hours see below)  Escalate any wireless infrastructure failure to the access provider and notify the Project Manager (within support hours see below)  Guidance towards the end of the pilot to the School and the Trust on transitioning from pilot to an ongoing, sustainable service solution | *Name*  *Email / phone contact* |
| **Identity & Device Authentication** | Manage the cloudpath licenses and systems to;   * Authenticate the user the Ministry identity broker * Authorise the device & user to connect to N4L SSID | *Name*  *Email / phone contact* |
| **Tier 2 Support** | Existing 8:00am to 5:00pm Helpdesk Support - Monday to Friday, in term time for any related support queries or escalations  Documentation to the support the N4L SSID service | *Name*  *Email / phone contact* |
| *Ministry of Education* | **Identity Broker** | Brokering authentication requests from students and their devices to connect to the network against the sources of identity eg. Google and Microsoft | *Name*  *Email / phone contact* |
| **Critical friend** | Providing support to project team, connection to other connectivity projects. | *Name*  *Email / phone contact* |
| **Contestable PLD provider** | PLD for educators to advantage of digital in the classroom via school applications to the Ministry centrally funded PLD contract (success of application not guaranteed). | *Name*  *Email / phone contact* |
| *Access Provider* | **Access Provider(s)** | Connectivity to the household of each year 7 and 8 student  Infrastructure architecture: Fibre to the Home, Wifi unit to enable N4L service.  Guidance towards the end of the pilot to the School and the Trust on transitioning from pilot to an ongoing, sustainable service solution | *Name*  *Email / phone contact* |
| *Xxxxx* | **School** | Impact on IT support hours to be monitored.  Community consultation.  Documentation and systems around device loan scheme.  Contribute data and feedback for the programme | *Name*  *Email / phone contact* |
| *Community Trust* | **Project Management** | Ensuring all expectations are communicated and parties deliver on these  Managing the project schedule, liaising with the project parties to ensure commitments are met  Community engagement and support for the school in community consultation | *Name*  *Email / phone contact* |

**F. Confidentiality:**

It is intended that the information contained in this scope document remains confidential on a need to know basis.

**G. Agreement:**

All the parties listed below agree on behalf of their respective Companies, Employees, Contractors and Agents to abide by all the Terms as outlined in this Agreement.

|  |  |  |
| --- | --- | --- |
| **Party:**  **Title:**  **Authorised Signatory:**  **Date:** | **Party:**  **Title:**  **Authorised Signatory:**  **Date:** | **Party:**  **Title:**  **Authorised Signatory:**  **Date:** |
| **Party:**  **Title:**  **Authorised Signatory:**  **Date:** | **Party:**  **Title:**  **Authorised Signatory:**  **Date:** | **Party:**  **Title:**  **Authorised Signatory:**  **Date:** |

1. Only relevant if the home internet service is provided by N4L [↑](#footnote-ref-1)
2. REAP – Rural Education Activities Programme organisations [↑](#footnote-ref-2)