

Greater Christchurch Schools' Network Connectivity Project

Implementation Plan



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Introduction

Purpose

The Greater Christchurch Schools' Network (GCSN) connectivity project aims to provide home internet access for educational purposes to all current school-aged children in Christchurch City, the Selwyn District and the Waimakariri District who do not currently have internet connectivity or will not have home connectivity when the Ministry of Education's COVID-19 education response comes to an end. Further, the project aims to establish a system through which future students in need will be able to access internet connectivity at home.

The successful implementation of this project will better equip students to learn effectively through the use of digital technologies at home and school. It allows students to have greater accessibility to the Digital Technologies curriculum and facilitates the development of digital technology skills that can be utilised outside of school. Most importantly, provided this project receives the necessary funding and resources, it will significantly further work in bridging the digital divide by directly addressing the present inequities of access within the education system.

This implementation plan outlines the goals of the project, barriers to access currently affecting students, the major tasks to be completed to ensure that the project is implemented successfully, and the specific roles and responsibilities to be undertaken by members of the project team and funding partners. Each of the major tasks and the roles and responsibilities of different project team members work to address or resolve one or more of the barriers to access; motivation, access, skills, trust.

Goals

Overall project goals:

- All current students in Christchurch City, Selwyn District and Waimakariri District have access to internet connectivity at home
- New students will be able to access internet connectivity at home when they enter the education system
- More students engage in digital learning at home to support their education

The overall project goals will be accomplished when the implementation and delivery goals outlined below are achieved:

- A team of people able to engage, inform and support students, whānau, and the wider community is established
- The relevant project team members 'signup' all eligible students
- Funding partnerships, able to deliver necessary services, are established
- The system established by the technical support providers reaches all students within the defined region
- All parties agree on the scope of the project
- Resources are created and made available to support students and their whānau
- Technical support contingencies are established
- Policies and procedures are established to ensure students are safe online

Barriers to Access

The rapid development and uptake of digital technologies related to learning pose ongoing challenges for students, their whānau and schools. Access to digital technologies is a key issue within the education system that urgently needs to be addressed, as highlighted during the COVID-19 lockdown period in 2020.

If students cannot access the internet at home or do not have a suitable device upon which they can complete schoolwork at home they are significantly disadvantaged. Typically, those students who do not have access come from poorer families therefore perpetuating broader systemic inequities present across society. Until there are systems in place to support students lacking access to get online, those students will continue to be at a disadvantage.

Further, as outlined in the Department of Internal Affairs' Digital Inclusion Blueprint, there are four main barriers preventing New Zealanders from being able to access the internet at home; motivation, access, skills and trust. These barriers directly impact students' ability to learn. To successfully overcome each of them will require specific tasks, related to each barrier, to be included in the project. Addressing each of these barriers directly will ensure that the current inequities of digital accessibility present within the education system are resolved and that action is being taken to bridge the digital divide. The major tasks detailed below are key to the successful implementation of the project as they address each of the barriers to access.

1. Motivation

Some people who are not connected to the internet believe that there is nothing that they can do to get online. This means that engagement with students, their whānau and the wider community is key to ensure that schools and families sign up to the project.

To ensure that students, their whānau and the wider community feel motivated to sign on to the project it will be necessary to include relational support and engagement roles in the project team whilst also launching an efficient and effective name and branding campaign to raise awareness about the programme in the wider community.

Relational support roles

These roles will make up the relational support side of the project team. They will each be expected to meet their defined responsibilities (outlined below) and also attend project team meetings, contribute to setting a project schedule and the ongoing evaluation of the project.

In-school(s) project champion

The in-school project champion will be someone who has mana within the schools' community who can spread information and awareness about the project. It is likely that the in-school project champion will be a principal or a senior leadership team member who has a positive relationship with the wider community, strong communication skills, can delegate tasks, and launch the project.

Administrative support

For the project to run smoothly, administrative support staff from within the school(s) must be involved. This will likely include people with financial responsibility and authority within the school.

Administrative support will be required for:

- Cross-checking all documentation, budgets, communication and contracts for the school

- Creating and maintaining a project website that includes links and instructions for students and whānau
- Enrolments of students into the project, 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 and purchasing resources for the project
- Ensuring that the following documents are signed and up to date:
 - Contracts of those involved, fundraising applications and agreements
 - Police checks of those who will be on school premises, enter homes or access student and whānau data
 - Policies and procedures
- Device provision and management

Student representative(s)

The student representative(s) will directly help other students engage with the project. Their role is to bring student voices to the project whilst also representing the project to the student community. It is important that students feel represented as they are more likely to sign on to the project if they see how it could positively impact them.

They will need to be supported by a student representative coordinator who will:

- Work with the student representative(s) to prepare an agreed-upon schedule
- Lead student representatives
- Organise training for students
- Reach out to agencies who support positive use of the internet
- Support students to create a campaign about safe internet use
- Work with the project team to prepare resources to support data access for students
- Join a monthly project call to report student feedback and suggestions
- Support outreach events when necessary

Whānau engagement coordinator and support

These roles will support whānau in engaging with the internet to help students overcome the barriers to using digital education technologies at home. The whānau engagement coordinator will act as an ambassador for the project, ensuring that the community have access to the project and understand the opportunities it provides therefore increasing the number of households likely to sign on to the project. These roles will need to be undertaken by people within the school community who are culturally sensitive and aware.

How these roles will support the community:

- Create awareness of the project by visiting homes and providing information
- Help whānau complete sign up formalities
- Provide resources and guidance for whānau
- Share whānau needs with the project team
- Provide technical support
- Attend community events to promote the project
- Coordinate whānau training events

Community representative(s)

Involving the community throughout the project is important to ensure trust, access and motivation. Community representative(s) will be people who have mana in the community, are well-connected, respected, and can communicate with all community groups, including local iwi.

The responsibilities of the community representative(s) will include:

- Attending project meetings when appropriate
- Sharing community feedback about the project
- Being a community advocate for the project
- Bringing a community voice to the project, including past experiences of the community that may affect the project

Project name and branding

The project will need a recognisable name and brand to be finalised before the project is announced to the public. The branding can be used on printed materials, websites, digital advertising and on physical items like flags. The presence of these materials in the community will raise awareness of the project therefore likely increasing uptake in the project.

The name and brand will need to include:

- A short, catchy name
- Consistent use of a limited number of brand colours and a signature font across all media types
- An easily identifiable logo

2. Access

Many students within the greater Christchurch region do not currently have access to household internet connectivity or devices. Addressing this issue is the primary purpose of this implementation plan.

To ensure that the households who sign on to the project have access to effective and efficient internet connectivity at home it will be important to have trustworthy technical support providers who are able to assist in providing initial access, troubleshooting and can provide ongoing management of the technical side of the project. Further, the success of the project will rely on the presence of funding and resource provision partnerships to ensure that the project's goals are achieved.

Technical support providers

These providers will be part of the project team and where relevant will be expected to attend project team meetings and be involved in the planning, implementation and evaluation stages of the project.

Providers of Internet Access

There are two types of providers required to deliver home internet access for students; an access provider and an internet service provider. Both are essential to the successful implementation of the project. The access provider will deliver a fibre connection layer to all homes within the defined area. Working alongside the access provider, the internet service provider will provide a data layer therefore giving students access to internet services at home.

Onsite technical support/ school ICT provider

This role will be the main point of contact for the technical side of the project. They will be responsible for providing support and consultation regarding students' accessibility to home internet services.

The technical support staff will:

- Integrate the school identity system with the identity broker for off-campus access
- Be the first point of contact for students with accessibility issues
- Log and track technical issues and work to fix them quickly
- Escalate wireless connectivity issues to the internet provider and/or the access provider

- Support the whānau engagement team
- Work with the educator training provider and whānau engagement coordinator to develop troubleshooting documentation and information
- Maintain device registration and student logons
- Report weekly to the project team about technical issues

Device procurement partner(s)

The device procurement partner(s) will be responsible for ensuring that the project has options for the supply of devices. This will include finance options, purchase options, school-owned options, and devices purchased through funds raised or a community trust. This will allow the project team to then decide on the technical requirements which will influence the device specifications and suitable models for school devices.

Secure funding and partnerships

Key to the success of the project is the procurement of funding via funding bodies, grants and/ or local government, and the utilisation of services provided by external organisations in partnership with the project. Establishing these relationships will require negotiation to ensure that students' needs are met, the project is affordable and that the partners are willing and able to provide the necessary funding, resources and/or services. Funding and partnerships will need to be formalised in the early stages of the project to ensure that financial needs are met during the project implementation.

Services to be provided by funding bodies and/ or partners:

- Project management
- Professional learning and development (PLD)
- Community engagement and consultation
- Operational support
- Creating a Wi-Fi network in the coverage area
- Providing technical support and access
- Accessing and maintaining infrastructure
- Coordinating technical implementation
- Authentication and data security services

3. Skills

Some students and their whānau may have no prior experience with devices or are lacking basic internet skills. It is important to include specific roles, policies and procedures to support and encourage students and their whānau to learn these skills.

To overcome this barrier the project will need to include roles specific to professional learning development for school staff therefore ensuring that educators are able to teach students and their whānau the skills necessary to use the internet and school-related online resources.

Provider of professional development for educators

It is important that school staff can understand and plan for this project, this may require a PLD provider who is an expert in digital fluency, digital technologies and online home-school communication and understands the value that home connectivity provides to education.

The PLD provider will work directly with the school and should cover:

- Strategic goals
- Content to be delivered

- Software/ applications/ projects to be supported
- Dates for facilitation
- Groups they will be working with
- An implementation guide
- Information around:
 - Understanding digital fluency
 - Integrating digital methods into good teaching methods
 - Information for students about the connectivity project and its benefits
 - Developing home – school communication using online tools
 - Understanding software/ applications/ projects that will add value to the connectivity project

4. Trust

Online safety and security is a common area of concern for many internet users. When implementing this project it will be important to ensure that students are safe when online at home and that initiatives focus on giving knowledge and skills to use the internet safely.

To ensure that the participants trust the project a reliable and trustworthy project team will need to be recruited. This team will be important as each of the roles will have different responsibilities directly related to ensuring that the services provided through the project are reliable and effective therefore able to be trusted by participating students and their whānau. Further, the project team will be responsible for formulating policies and procedures, including those related to *age-appropriate content filtering*.

Recruit project team

The first task to be undertaken will be recruiting a project team. This team will oversee tasks, ensure that responsibilities are upheld and set and evaluate the project schedule. A functional, proactive project team will increase community trust in the project and motivate students and whānau to be involved.

As outlined above, when recruiting the project team it will be important to include roles that are responsible for providing both relational and technical support to ensure that students, teachers and whānau have the skills necessary to participate in the project. Relational support will include those in roles responsible for building trust, ability, community interest in the project, and providing support and/or PLD for students, whānau and school staff, whereas, those in technical support roles will be responsible for ensuring accessibility and connectivity of the software and hardware services provided.

The responsibilities of the project team members will address each of the barriers to access therefore offering comprehensive support to the relevant students. The inclusion of roles directly related to gaining motivation, support and trust in the project like the student representative, in-school project champion, community representatives, whānau engagement coordinator and those in support roles are important for the successful uptake of the project.

Also, the provider of professional development for educators is key to ensuring that the people involved in the project have the skills that they need to learn from home successfully. Finally, the technical support providers alongside those in administrative support roles will be necessary to ensure that students and their whānau are able to access internet connectivity at home.

Project manager

The project manager will be the main organiser and overall coordinator responsible for the successful delivery of the project, this role needs to be established early in the project. It is important that the project manager is a leader, team player and negotiator, good at project management and delegation, driven by processes and timelines, assertive and structured, and is experienced in finding funding and managing public relations.

The project manager will ensure that:

- All expectations are communicated to other project team members
- Everyone involved delivers on their expectations
- The project purpose and vision is communicated to the school(s) community(ies), students, teachers and whānau, before and during the launch
- There are resources to support the launch
- There is media coverage of the project
- They work with external agencies to organise basic computer skills courses for whānau

Write policies and procedures

The following policies and procedures are necessary to ensure trust, security and accessibility of the project. They will need to be approved by the participating schools prior to the implementation of the project and can be based on schools' pre-existing policies and procedures. The policies and procedures developed and implemented by the relevant parties will also be key to ensure that students and their whānau are safe and secure online. These policies and procedures will increase trust in using the internet and related online resources whilst also building trust for the overall project and parties involved in its implementation.

Policies

- Eligibility for receiving project services
- Bring-your-own device/ devices provided by students
- Device provision projects
- Internet safety and content filtering (outlined overleaf)
- Hiring and vetting staff, including police background checks
- Consent forms for evaluation

Procedures

- Buying and/or financing devices
- Preparing student/ whānau provided devices
- Signing students/ whānau up for access
- Student and whānau instructions and technical support, including:
 - Students/ whānau at home testing access
 - Students at home completing on-boarding
 - Students/ whānau completing their first login
 - How to access support
- Student and whānau support staff
- Providing services and support for students and whānau
- Visiting students/ whānau at home with support and outreach

Content filtering policy

It is important that students are safe and secure when using internet services and resources at home. Policies created to regulate off campus content filtering and accessibility will vary depending on year level. These will be implemented by the internet service providers and will need to be monitored with sufficient troubleshooting and support systems in place to ensure the efficacy of this policy. An example is provided below.

Year level	Devices available	Blocks during School Hours	Blocks out of School Hours	Notes
Year 1 - 4		YouTube for Kids Only Social media & games Instant messaging Advertising Auctions & trading	Internet between 7pm - 7am	Junior Policy
Year 5 - 8		Social media & games Instant messaging Advertising Auctions & trading	Internet between 9pm- 7am	Intermediate Policy
Year 9 - 13		YouTube allowed Social media & games between 9am - 3pm	Internet between 10.30pm - 5am Social media & games between 7pm - 9pm	Senior Policy
Staff	Tela devices	Only NSFW content blocked	Unrestricted	Staff Policy

This policy will need to be supported with community education sessions targeted towards education students and their whānau about appropriate use of the internet and appropriate hours of use. This will ensure that participants have the necessary skills to use the internet at home and also that they trust the services being provided.

Project Overview

This project is to provide, at no cost to students and their whānau, internet connectivity at home for all current and future school-aged students, lacking home internet connectivity, in Christchurch City, the Selwyn District and the Waimakariri District.

Project scope

The project scope defines what the project will deliver and will need to be completed in the early stages of the project. To ensure transparency and trust in the project it will need to be clear what will and will not be delivered, who is providing which services and any relevant definitions and requirements for services.

The structure of the project scope is as follows:

- A. Parties
- B. Background and scope
- C. Parties involved
- D. Assumptions
- E. Understandings and responsibilities
- F. Confidentiality
- G. Agreement

A. Parties

Schools
 Community Trust
 Access provider
 Internet service provider
 Ministry of Education (MOE)
 Schools ICT service provider

B. Background and scope

The purpose of this project scope will be to establish an agreement between all parties stated in Section A. The goal and therefore the scope of this project will be to provide, at no cost to the whānau involved, home internet access and/or suitable devices for all current and future school-aged students in Christchurch City, the Selwyn District and the Waimakariri District.

****Insert expected timeframe for the project**

In providing fully funded internet access and/or devices when required, all current and future school-aged students within the defined region will be able to:

- Reinforce their learning at school in their home environment
- Utilise the digital technologies and resources for learning that are available through the internet
- Enhance their future career and education prospects
- Advance their digital technologies skillset

Further, all whānau will have the opportunity to:

- Engage with and support their children's learning
- Build their own confidence and skills in using internet technologies

- Develop their understanding of the potential benefits of the internet

The project will seek 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 provide features of this project.

C. Parties involved

Schools

All of the primary, intermediate and secondary schools in Christchurch City, the Selwyn District and the Waimakariri District.

Community Trust

Include:

- Introduction to the company
- Who they are
- What they do

Access Provider

Include:

- Introduction to the company
- Who they are
- What they do

Ministry of Education (MOE)

The MOE is the government's lead advisor on the education system. They aim to shape an education system that develops equitable and excellent educational outcomes. The education system affects every person in New Zealand and is a major contributor to improving our society and economy.

The MOE work with others to ensure that children, young people and students of the future are competent, connected and life-long learners. The key education agencies and bodies they work with are:

- Tertiary Education Commission
- New Zealand Qualifications Authority
- Education Review Office
- Education New Zealand
- Education Council

Internet Service Provider

Include:

- Introduction to the company
- Who they are
- What they do

Schools' ICT Service Provider

Include:

- Introduction to the company
- Who they are
- What they do

D. Assumptions

The assumptions shared by all parties include:

- As per Clause F, this project scope is not for distribution
- The schools will provide suitable devices to the students who are in the scope for receiving home internet access through the project
- Network access will only be accessible to school-aged children and will be provided at no cost to those students or their families
- Collateral developed during the pilot will be expected to be shareable so that other projects can benefit from the work done through this project. If there are aspects that parties do not wish to be shareable they will be made explicit

E. Understandings/ responsibilities

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

Organisation	Service delivered	Details	Main contact
<i>Schools</i>	School	<ul style="list-style-type: none"> - Community consultation & engagement - Documentation & systems - Monitoring impact & uptake - Data & feedback 	<i>Name:</i> <i>Email / phone contact:</i>
<i>Community Trust</i>	Project management	<ul style="list-style-type: none"> - Communicating expectations & ensuring parties deliver on them - Managing project schedule - Community engagement & support for the project 	<i>Name:</i> <i>Email / phone contact:</i>
<i>Access Provider</i>	Access provision Infrastructure design	<ul style="list-style-type: none"> - Connectivity to households - Assistance for schools & the Community Trust - Infrastructure architecture & implementation 	<i>Name:</i> <i>Email / phone contact:</i>

<p><i>Internet Service Provider</i></p>	<p>Internet provider & architecture</p> <p>Identity & device authentication</p> <p>Tier 2 support</p>	<ul style="list-style-type: none"> - Internet connectivity - Managing firewall and content filtering - Escalate connectivity issues to the Access Provider - Support for schools & Community Trust - Managing licenses & systems including authentication and authorisation - Helpdesk support - Providing documentation 	<p><i>Name:</i></p> <p><i>Email / phone contact:</i></p>
<p><i>Ministry of Education (MOE)</i></p>	<p>Identity broker</p> <p>Critical friend</p> <p>PLD provider</p>	<ul style="list-style-type: none"> - Brokering authentication requests from students & their devices - Supporting project team - Centrally funded PLD 	<p><i>Name:</i></p> <p><i>Email / phone contact:</i></p>
<p><i>Schools' ICT Service Provider</i></p>	<p>Operational & hardware support</p>	<ul style="list-style-type: none"> - First point of contact for school, students & whānau - Issuing devices to students - Onboarding - Troubleshooting & escalating issues as required - Support & PLD 	<p><i>Name:</i></p> <p><i>Email / phone contact:</i></p>

F. Confidentiality

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

G. Agreement

All 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:	Party:	Party:
Title:	Title:	Title:
Authorised Signatory:	Authorised Signatory:	Authorised Signatory:
Date:	Date:	Date:
Party:	Party:	Party:
Title:	Title:	Title:
Authorised Signatory:	Authorised Signatory:	Authorised Signatory:
Date:	Date:	Date:

Timeline and schedule

The dates below should be finalised once the project scope is defined. Dates are indicative at this current stage. These dates are flexible and will ideally schedule the technical launch for the beginning of a school term.

Project schedule:

Tasks to be completed	Expected duration of task	Expected date of completion	Actual date of completion	Completed
Project team recruited				
Initial project team meeting				
Project schedule and timeline set				
Funding and partnerships secured				
Schools' engagement confirmed				
Project overview confirmed				
Project scope confirmed				
Project name and branding confirmed				

Polices and procedures written				
Public launch date confirmed				
Teacher and whānau events and/or training				
Service availability				
Roll out to students				
X% of whānau will have received outreach				
X% of eligible students will have internet connectivity				

****INSERT OTHER RELEVANT TASKS****

References

Department of Internal Affairs Te Tara Taiwhenua. (2019). *The Digital Inclusion Blueprint – Te Mahere mō te Whakaurunga Matihiko*. Wellington: Department of Internal Affairs Te Tara Taiwhenua.

Greater Christchurch Schools' Network. (2020). *Closing the Digital Divide during the COVID-19 Lockdown: Student whānau and staff perspectives*. Christchurch: Greater Christchurch Schools' Network.

Ministry of Education Te Tāhuhu o te Mātauranga. (2021). *Setting up your community's project to give students home internet access*. Wellington: Ministry of Education Te Tāhuhu o te Mātauranga.