Contemporary Learning

Supported by a 1 to 1 iPad Program

St Joachim’s, 2015
Goal 1:
Australian schooling promotes equity and excellence

– encourage parents, carers, families, the broader community and young people themselves to **hold high expectations for their educational outcomes**
– promote a **culture of excellence** in all schools, by supporting them to provide **challenging, and stimulating learning experiences** and opportunities that enable all students to **explore and build on their gifts and talents**
– promote **personalised learning** that aims to fulfil the diverse capabilities of each young Australian.
Goal 2:
All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Successful learners...
– develop their capacity to learn and play an active role in their own learning
– have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
– are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
– are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
– are able to plan activities independently, collaborate, work in teams and communicate ideas
– are able to make sense of their world and think about how things have become the way they are
– are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
– are motivated to reach their full potential.
Goal 2:
All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Active and informed citizens…
– act with **moral and ethical integrity**
– appreciate Australia’s social, cultural, linguistic and religious diversity, and have an understanding of Australia’s system of government, history and culture
– understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
– are committed to national values of democracy, equity and justice, and participate in Australia’s civic life
– are able to relate to and communicate across cultures, especially the cultures and countries of Asia
– work for the common good, in particular sustaining and improving natural and social environments
– are **responsible global and local citizens**.
Australian Curriculum

- Focus on inquiry
- Student focused
- General capabilities: ICLT capability is mandatory
Learning is personalised, active and interactive. It is enabled through learning environments that enhance teachers’ pedagogical capacity and enable students to achieve beyond what has been previously possible. These environments provide seamless access to virtual, electronic and physical tools and resources.
Traditional Classroom

- The teacher makes the decisions
- The teacher is the controller
- Students are passive learners
Hi, my name is Sam.

- I’m in year 4. I’m Generation Z.
- I’ll finish school in 2022.
- I’ll most likely retire in the 2070s.
- I will probably live to see the next century; my children certainly will.
- I will hold an estimated 17 jobs in my lifetime, most of which haven’t been invented yet.
- Do you know what I need to learn?
- Can you to equip me to live in my world?
Contemporary Learning

* Teaches students not what to think but how to think
* Values divergent questioning over definitive answers
* Develops higher order skills for deeper understanding
* Gives control to the students
* Differentiates & personalises learning
* Is real and relevant
* Engages and motivates
* Retains teaching of core skills
* Extends learning beyond the classroom
* Learning environments are flexible, stimulating,
Digital technologies are explicit throughout the curriculum.

Your search for 'digital' returned 130 results
Supportive
- Promoting learning that caters for diverse capabilities.
- Providing opportunities for learners to take risks.
- Providing a safe and nurturing classroom and learning environment.

Collaborative
- Negotiating the curriculum with the students.
- Fostering partnerships between students, teachers and parents.
- Sharing responsibilities for learning.

Respectful
- Enriching our world by living the Gospel of Jesus Christ in our daily lives.
- Respecting the Catholic Faith, wider Christian and other faith traditions.
- Valuing and celebrating diversity.

Purposeful and Meaningful
- Providing opportunities for real-life applications.
- Providing opportunities for students to develop personal qualities.
- Enjoying learning and challenging experiences.
What is a 1-to-1 program?

* One-to-one learning provides every student access to his or her own device in a wireless environment allowing students to learn at their own pace and ability levels.
* Increases teachers pedagogical capacity- *adds tools to the toolkit.*
* Transition from occasional, supplemental use to more frequent, meaningful use
What the research has shown

- Student **attendance increases** and students are **more motivated and more engaged**
- Students **write more, more often and better**
- Overall **improvement in test scores** (once the program is established)
- Motivation, engagement, independent work, interaction, and class preparation/participation of **students with disabilities improved**
- Students become more engaged in **critical thinking**, problem-solving, and **higher-order thinking**
- Access to a laptop for teachers and their students can force a change in teachers’ level of **risk and openness to learning**.
- **Students report spending less time watching television** at home and more time engaging in learning / homework
- Teachers perceive students show a range of learning behaviors that are better because of laptops
Why 1 to 1?

* Fosters contemporary learning model to prepare students for future
* Greater access to digital resources
* Allows personalised learning
* Students have greater control over their learning
* Offers more ways to create and assess understandings and skills
* Building active learning communities
* Learning opportunities expanded beyond the classroom
* Equity of access
* Benefits have been proven in other schools...
Why iPads?

iPads are a platform that provide

1) a powerful, mobile, all day battery powered device
2) access to a large library of high quality, low cost educationally relevant software
3) an immersive, multi-touch, environmentally-adaptive operating system that is easy to learn and intuitive to use
4) students can be engaged directly, and often kinesthetically, with the material being learned without the abstractions of keyboards, mice, folders, network connections, etc.
5) enable students to kinesthetically connect with their work (especially important for young learners). These tactile elements – using fingers to zoom, rotate in, pinch close, or swipe across – as well as increasingly interactive and immersive apps, facilitate hands-on learning.
6) A preferred two year cycle (especially relevant at St Joachim’s with the movement of students to secondary schools in Year 4 and Year 7
7) Addresses individualised learning needs of children
8) Engagement, engagement, engagement!!!
It’s a Journey

2012
* initial talks amongst admin and key staff
* Observing and contacting other schools
* Monitoring BCE initiatives and available support

2013
* Where does it fit in with St Joachim’s vision for learning?
* Newsletter items from Chris
* School visits, discussions with admin and teachers involved
* Staff input and consultations
* Upskilling of staff and time for PD given

2014
* Begin program with Year 4
* Continuation of PD and review of process
* Gather feedback from students, teachers and parents

2015
* Continue program, supported by PD
The program will complement the existing school curriculum by providing appropriate digital learning tools in balance with more traditional learning tools.

The goals of the curriculum are supported, not supplanted, by the use of 1 to 1 devices. Students will use 1 to 1 devices where they serve a purpose.

The use of the device will vary significantly from day to day dependent upon purpose!

Increased levels of collaboration

Students will be able to access and use their school files at home and be able to collaborate with their peers on projects through the secure BCE Student Portal.
Family Funded Model

* Begin in 2015 with Year 3
* Minimum requirement- iPad 2 (camera)
* Existing iPads ok, as long as battery will last a school day (probably no more than 6 month’s old to expect 2 years)
* Finance available
  
  eg Apple Finance – interest free for 6 months if paid within that three months
  
  InRent- low repayments over a choice of 12, 18, 24 or 36 months.

* School purchases apps
Equipment List

* iPad
* Stylus
* Cover/case for iPad (range from $10 on eBay to $100)
* Ear phones (range from $10 to $100)
School Funded Model

- School purchases device and cover
- Families pay $52.50 per term for 2 years
- School purchases apps
- School provides set-up, maintenance and repairs when device crashes
### In Comparison

<table>
<thead>
<tr>
<th>School Funded</th>
<th>Family Funded</th>
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</thead>
<tbody>
<tr>
<td>• Affordable $52.50 per term payments over 2 years</td>
<td>• Upfront outlay of at least $400</td>
</tr>
<tr>
<td>• School purchases device ex GST and bulk discount</td>
<td>• Parents pay GST and no bulk discount</td>
</tr>
<tr>
<td>• School sets up device, Apple ID, email and installs apps</td>
<td>• Parents set up device, Apple ID, email and install apps</td>
</tr>
<tr>
<td>• School responsible for maintenance, breakages, crashes and repairs (some excess may apply for families)</td>
<td>• Parents responsible for maintenance, breakages, crashes and repairs</td>
</tr>
</tbody>
</table>
Managing Home Use

• Parents to agree and support School Guidelines eg when iPad goes home or stays at school
• “iPad Contract” to be published and agreed to by parents
• Parent ‘How to” evenings
• Restrict use to spaces where monitoring is easy for you
• Supervise, set clear expectations
• Devices can be associated with 2 Apple IDs
• Consider home wireless access
From the Horses Mouth...

Embrace the program and become involved. Wonderful opportunity for the children. They learn so much!!!

The children love the Ipads at school but it did take some adjusting having the device at home as my child wanted to play it constantly - we set firm limits early and limit time on the device.

Just be sure to ask your kids what they are doing on the Ipad and sit down with the kids and go through it. We can get into their Google Drive and see their work that has been saved.

Set rules at home about the usage of the IPad, start with tough rules then ease up as they progress through the year and they understand the IPad is a tool, not a toy. Invest in a hard wearing, protective cover....... It's essential and worth the initial $100 outlay. This is a must!
From the Horses Mouth...

Limit their time at home on it.

Trust the teachers and support staff.

Set very clear guidelines for your child's use of the iPad outside of school.

The message of the use of technology making classroom learning relevant really resonated with me. Additionally the use of the iPad as a teaching tool - allowing children to demonstrate their learning in more ways than just writing words on a page.

Embrace interactive learning - invaluable tool.
From the Horses Mouth...

I have placed the schools contract given to the children on my kitchen wall for full viewing along with my own contract regarding the family rules, our expectations as parents and usage allowed at home which each family member had to sign. This was an open discussion with the kids, so in the end we (parents) compromised along with the kids on what was written in the home contract, which we all agreed on and signed.

The ipad will help your children look at things a little differently, encourages creativity and a unique perspective on the world around them - videos, audio recordings and mind maps give a fresh take on materials.

It seems to have added a positive spin on learning. The added creativity that is has added has also been positive. I have also appreciated that there has been no additional Ipad work for the kids to do at home. It is good it is just utilised for school.
From the Horses Mouth...

<table>
<thead>
<tr>
<th>Comment</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Little effect as my child has always loved school.</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>My child shows a keener attitude to their learning.</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>My child is more keen to show me their learning at home.</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>I still have no idea what they do at school on their iPads.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>

Please indicate how using an iPad at school may have had an affect on your child's attitude to learning and school.