Contemporary Learning

Supported by a 1 to 1 Laptop 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.
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.
* 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.
This presents a different view of the nature of learning

Anyone can now learn anytime, throughout their life

Anyone can now learn anywhere, wherever one has access to the Internet

Anyone can now learn anyhow, in tacit, non-formal and formal ways

So, learning need not, and perhaps even should not, be concentrated in a given period of life (school age) and in a particular place (the school) nor ought it to be “standardized”, “one size fits all”.
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
Australian Curriculum Entitlement

Digital technologies are explicit throughout the curriculum...

Your search for 'digital' returned 130 results

<table>
<thead>
<tr>
<th>Sort by</th>
<th>Relevance</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMNA128</td>
<td>Content description</td>
<td>Year 6</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Content description</td>
<td>Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers</td>
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<tr>
<td>Elaborations</td>
<td>extending whole-number strategies to explore and develop meaningful written strategies for addition and subtraction of decimal numbers to thousandths</td>
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<tr>
<td></td>
<td>exploring and practising efficient methods for solving problems requiring operations on decimals, to gain fluency with calculating with decimals and with recognising appropriate operations</td>
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<tr>
<td>ACELY1786</td>
<td>Content description</td>
<td>Year 7</td>
<td>English</td>
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<tr>
<td>Content description</td>
<td>Analyse and explain the effect of technological innovations on texts, particularly media texts</td>
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<tr>
<td>Elaborations</td>
<td>investigating the influence on written language of communicative technologies like SMS, text, email and Twitter</td>
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<td>analysing the impact of interactive elements of digital magazines</td>
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<td>ACHG085</td>
<td>Content description</td>
<td>Year 7</td>
<td>Geography</td>
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<tr>
<td>Content description</td>
<td>Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships</td>
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<tr>
<td>Elaborations</td>
<td>using aerial images of contrasting places to identify differences in housing density</td>
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<td></td>
<td>using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard in Australia and another region of the world, for example, countries of the Asia region, or from the Pacific region</td>
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<td>interpreting various types of maps, for example, weather, isopleth, topographic, political, thematic, diagrammatic</td>
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| | using digital maps and overlays of an area to observe, describe and contrast the...
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
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
- Engagement, engagement, engagement!!!
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
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 iPads in Year 3
* Continuation of PD and review of process
* Collect data from students, teachers and parents

2015
* Extend program to include laptops in Year 5
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.
School Funded Model

* School purchases device
* Families pay $70 per term for 2 years
* School purchases all software and is responsible for setup and maintenance
Managing Home Use

- “Parent Guidelines” to be published
- Parent ‘How to” evenings
- Restrict use to spaces where monitoring is easy for you
- Supervise, set clear expectations
- Consider home wireless access