

iPad Fact Sheet

Foreword

This document has been compiled as part of a whole school review of the BYOD program in 2016.

Mechanics of the Program

Historical Context

Prior to 2014, each class participated in a half hour session in the Computer Lab to learn technology. For younger students, much of this time was taken up by logging on to the network and they often forgot their passwords or Login details. Older students often needed greater than half an hour to complete more complex tasks but the Computer Lab was booked out.

With the advent of ACARA (Australian Curriculum), schools were required to teach Information and Communication Technology (ICT) skills within the context of all curriculum areas across all year levels. Ashgrove State School recognised the need to change our method of delivery and consulted with the community and as a result asked for Expressions of Interest in Bring Your Own Device (BYOD) classes as part of our commitment to equity. The response was overwhelming and in 2014, 14 BYO classes were formed. A further 110 devices were purchased by the P&C to enable all students to access this technology.

Why the iPad?

We chose iPads for a variety of reasons:

- Many families already had these devices in their homes
- These devices were seen as a powerful tool which easily logged in to the Managed Internet Service (MIS) which all State Schools are required to use. This made the necessity of time consuming logging on redundant and devices are instant on.
- Apple's commitment and continued investment in education ensured that high quality Apps with additional teacher support were available.
- For the need of consistency of Apps, tools and teacher delivery it was necessary to provide a universal platform across the school. It is the same as having a common textbook or Mathematics Program, such as Mathletics, across all year levels.
- The devices are robust and we currently have iPads up to four years old accessing the network. Like most devices, technology becomes dated and needs upgrading over time.

In future years, iPads may not be the preferred platform to meet the needs of our students due to the technological development of other devices and the evolving curriculum.

Choice

At present, families are given a choice to belong to the BYO program or not and can opt out of the program or opt in based on availability. In 2016, many students were unable to join the program due to insufficient space in BYO classes. In some year levels, where demand was high we were able to form new BYO classes. There are currently 17 BYO classes across the school from P-6.

Security

Devices are set up to automatically connect to the MIS (Managed Internet Service) provided by DETE. This service applies to all devices (iPads, laptops and desktops) used by staff and students at school. This is a very safe environment where access is blocked if anyone tries to connect to prohibited sites. Teachers also discuss safe practices when using the internet and students are encouraged to report any inappropriate content. Children in BYO classes take their own device home each night and are taught about responsible care and use. Children are not permitted to use the devices before school, during lunch breaks and after school and they are kept in the

classrooms during the day. Teachers can access the student's iPad to ensure safe and responsible use whilst adhering to the Code Of Conduct.

Insurance

There is an insurance scheme at the school which covers smashed screens and theft.

Do Students Use Books?

Books are still used in the traditional manner. Children are still taught handwriting skills and use books for English, Mathematics, Science and other curriculum areas.

Use of Devices

Devices are used in varying degrees across the Year Levels. Students in Year 6 have different capability requirements than a Prep student and would be expected to use the device with increasing levels of competency across curriculum areas.

Curriculum

Ashgrove State School delivers on the Australian Curriculum as required by the Department of Education and Training. In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT Capabilities that applies across all learning areas (English, Maths, Science, Geography, History, Physical Education, The Arts, Languages) and separately as a learning area, Digital Technologies curriculum.

The use of iPad and Technology at Ashgrove has not replaced the fundamental early year's experiences that children require to develop fine, gross motor and social skills. The explicit teaching of handwriting, literacy and numeracy remains fundamental to student learning in all year levels. Currently Ashgrove's School Improvement Plan explicitly focuses on Reading and Writing and student success in these areas will be measured against set targets that are reported back to the school council.

Within our balanced curriculum students do not use their iPads any more than resources such as books, pencils, paint, blocks and other traditional manipulative materials. iPads provide another tool for teachers to differentiate classroom learning through the many inbuilt accessibility options provided. For example, young students who can't yet write are able to use the microphone to orally record stories. Students with vision impairments can listen to books or works sheet tasks or change font size and backgrounds to meet their needs.

At Ashgrove State School, we are committed to a balanced learning environment. There are a variety of ICT technology tools available to students to support their learning in all curriculum areas. These include but are not limited to BeeBots, Spheros, Green Screen Programs, Desktop Computers, Data Loggers, WeDo 2.0 Lego, Lego Robotics and 3D Printers. The use of iPads in combination with these tools enables students to meet the increasing demands of the curriculum. It is for this reason that our school community has invested in a fleet of iPads for our non-iPad students to access.

Measurement

We currently measure the success of the iPad program through our overarching vision:

- To enable personalisation of student learning through access to rich learning resources;
- Best facilitate the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Provides an engaging, interactive environment for learning; and,
- Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school,
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

Teaching and Learning is complex and there are many contributing factors towards the success of students whether it be cognitive/academic, social/emotional and physical/mental wellbeing. We plan and implement practices to support all facets of schooling.

We are seeing the personalisation of student learning through providing further opportunities for voice and choice in the learning process. We use iPads to encourage students to demonstrate learning in multiple ways and to make new meaning from knowledge acquired e.g. the creation of digital products.

Digital literacy is a critical factor to our program - encouraging our students to think and act as responsible digital citizens., and through guided experience and opportunity to create and design using technology we have noticed increased capability of our students to manage the device with knowledge rather than as a consumer.

To strengthen the links between home and school, and enable further transparency we continue to trial and use tools such as Seesaw, Showbie and direct communication - modelling collaboration and feedback.

Engagement is critical to student success and we have identified that enabling students voice and choice in their learning process and multiple ways to demonstrate their learning has increased engagement. We provide a range of learning tools to support student engagement.

We use technology to support and increase our commitment to high yield instructional strategies such as feedback. Hattie's meta-analysis into effect on student achievement indicates that feedback is in the top 10 influences on student learning gain.

We use the iPads intentionally to support our commitment to understanding where students knowledge is at through multiple means e.g. instant polling, hand-in of learning tasks and providing efficient and timely feedback through tools such as Showbie and iTunes U. This allows us to respond to our learners needs in a timely manner and plan with agility.

Our program has been considered with a balanced approach to research and we will continue to review the program based on our own research, as well as those of our peers and what is in the best interests of our community.

We are committed to continuing to measure and communicate the success of the iPad Program based on the vision and will continue to seek opportunities to refine our program to support student learning.

Technical Issues

Education Queensland uses web filtering for student internet use to protect against web threats and inappropriate websites. There are two levels of access, high (more restrictive) and medium (less restrictive). All students automatically have a high level of internet filtering while at school.

Technical issues are resolved in a number of ways. All teachers are provided with and taught basic troubleshooting skills to ensure minor issues, e.g. WiFi connectivity, can be fixed within class and students continue seamlessly with learning. If issues are continual or larger in nature, the student/family can access the school's technician for help. This help is available within the school hall Monday, Tuesday, Thursday and Friday afternoons from 2:45 - 3:30.

Professional Development for Teachers

The Australian Institute of Teacher and School Leadership (AITSL) standards dictate that teachers are required to engage in professional development regularly throughout their career. This comes in many shapes and forms at Ashgrove and are specifically attuned to the school's vision or teacher's personal development needs.

The staff of Ashgrove State School continually attend and engage in Professional Development to enhance their pedagogy with use of technology across the curriculum. This occurs in short sessions during lunchtime, after school or staff meetings, or more formal inservice for whole school initiatives. It enables teachers to keep a universal approach for learning across the school.

The staff are also committed to in-context Professional Learning through a coaching and mentoring program which focuses on pedagogy, curriculum and technology. Ashgrove's mentor program for teachers focuses on improving and sharing classroom practice. Each year level designates one 1:1 iPad teacher to work with the other teacher's (depending on needs) in and across that year level to build their digital capabilities in the classroom. This may be an example lesson, planning for integration of technology or coaching/team teaching.

AITSL declares coaching is an important professional learning strategy that supports professional growth. Coaching can address a range of characteristics and developmental needs that contribute to the effectiveness of a teacher.

Classroom Management

Home-school partnership: One of the benefits of a family owned device is that families will have access to work done by students at school. Families are then able to enjoy the learning process in a more immediate way by asking students if there is anything new on their iPad or by checking themselves. We are also trialling and using tools to enable further insight into students learning.

Homework: A range of homework activities are undertaken by students at Ashgrove State School. Individual teachers have their own arrangements for homework tasks and these are made known to parents at the start of each year during the Parent Teacher information night. Some of these tasks might be iPad tasks, some might be paper based, or some might be home experiences that they report on in a variety of ways.

Writing: Students will continue to use handwriting as their primary form of communication in a classroom. As handwriting is part of the Australian Curriculum, Ashgrove State School follows these guidelines for this.

iPad not brought to class; iPad not charged; App not loaded; Lack of file space on iPad:

If a student is unable to use their iPad for a task the teacher will make a variety of accommodations to enable the student to participate in the lesson. The student might use a school iPad or the

teacher's iPad. The student might share an iPad with another student. The student might be required to use a book and pencil.

iPad using time better spent on traditional learning tasks such as public speaking, handwriting, drawing: The Australian Curriculum informs decision making about time allocations in a classroom however as a general rule, students will still be expected to learn public speaking, handwriting, a variety of art techniques, physical education and free play (in Prep).

Distraction: Teachers will respond to student misuse of iPads using their existing classroom rules.

Learning Styles: iPads/tablets are ideal for addressing a range of different learning styles. Rather than every student using the same lesson/worksheet, teachers are able to create a variety of differentiated outcomes for students to work on the same/similar concept on their iPads. Students also have many opportunities to choose their own style/format of presentation (as required in the ICT capabilities) using an iPad rather than when all students are using pencil and paper only.

iPad usefulness: iPads have a wide range of applications in the primary classroom. The camera/video capabilities are an important capability. Using a laptop for photo or video manipulation or annotating is very time consuming and difficult for small children and iPads make these tasks much more approachable. As well as the camera, iPads have a range of apps which enable students to demonstrate their understanding of a concept, create multimedia presentations, share work with other students and their parents, and as the least important aspect of classroom lessons, practice repetitive learning tasks in a fun and engaging way. Typical iPad apps would include Book Creator, Doodle Buddy, Flashcards, Puppet Pals, PicCollage, ChatterPix, Number Pieces.

Time spent on iPads: Time spent on iPad during any particular day will vary according to the need of the curriculum. Teachers are mindful of student engagement and the physical and mental requirements of their students. Teachers choose the best way to deliver a lesson and the best way for students to demonstrate their understanding based on a range of factors such as the Australian Curriculum, student needs, classroom resources, space, type of content. As will use of any tool, the iPad will be chosen when they best suit the need and will be used when necessary.

Providing students with opportunities to reflect on their learning enables them to build resilience and create goals to reach the success criteria.

Research/Professional Consultation

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Traditional forms of teaching, e.g. sitting in rows and consuming content from a lecturer, was created for a generation of children that would work in factories. These factory workers would complete the same task repeatedly and take instructions on how to do so with minimal initiative required. Over time, technology has evolved and so has the future of our children and students. The jobs of our students will require much more collaboration, intuitive skills, problem-solving, and being able to resiliently work with new hardware or software. Ashgrove State School is taking this approach to enable our students the best possibility in the future beyond school. By utilising the iPad or other relevant technology for the task, the students can collaborate and create to solve problems.

Screen time comes from tablets, television, computers, phones and a range of other devices that are readily available in most households. At Ashgrove State School, as mentioned in the Curriculum section of this document, time on screens in class is dependent on the lesson's requirements. Some teachers discuss appropriate use of devices at home as part of informal discussions for the class's needs.

However, there is a distinct difference between types of screen time:

- Consuming content, e.g. watching videos, reading, playing video games, listening to music, researching
- Creating content, e.g. authoring multi-layered music productions, producing and directing videos, writing interactive stories, designing games using coding,

Teachers utilise both types of screen time at Ashgrove State School and provide students with adequate time to create more content than consume. This ensures that the time in front of screens is done so effectively and with great rigour.

Any radiation that emits from a tablet device is limited through a range of ways. Students do not use their iPad for large and extensive periods of time and it is encouraged that screens are held at a comfortable distance for viewing and typing.