

# PARENT INFORMATION SESSION

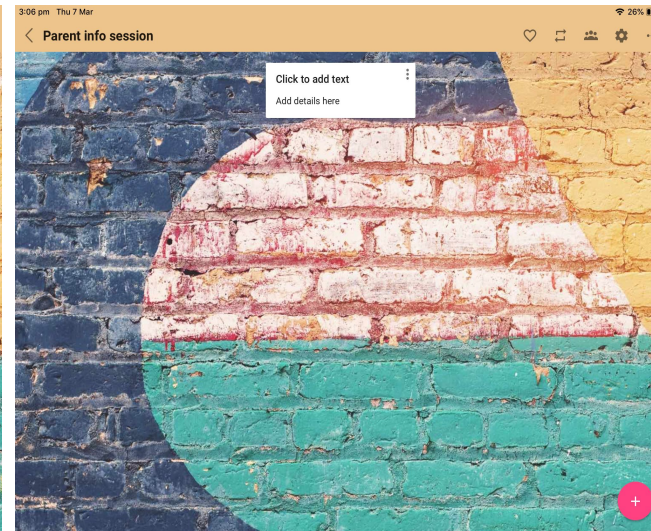
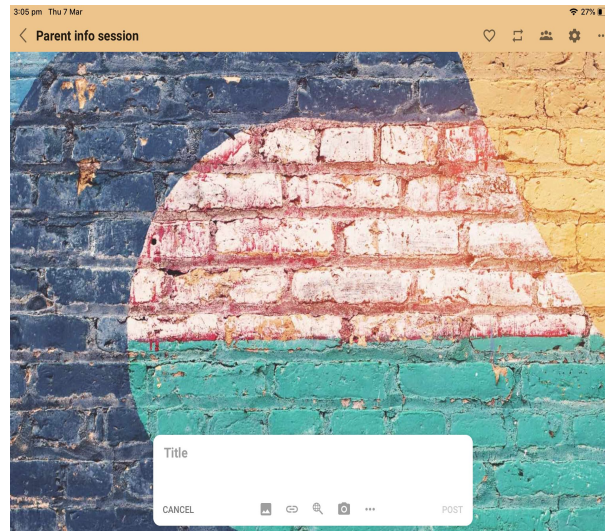
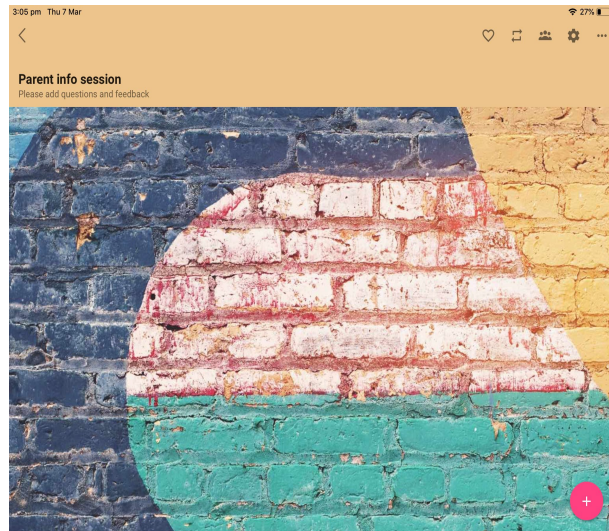
**13th and 16th of May**

# How to use Padlet.

Click the pink circle in the right hand corner.

Tap to add text.

To delete or edit press the 3 dots in the corner.



# PROPOSAL

1-1 parent funded iPad program beginning in 2020.

2020 - Year 4

2021 - Year 4 and 5

2022 - Year 4,5 and 6

# Department Requirements

"Provide deliberate opportunities through the Western Australian Curriculum for students to develop general capabilities of critical thinking, creativity and entrepreneurship, including through STEM." *Focus 2019*

Digital Technologies Curriculum

Digital Citizenship

# Digital curriculum requirements.

<b>Yr 4</b>	<b>Exploring input and output</b>  Explore inputs and outputs using a circuit board, electronic kit or programmable board.	<b>Use data to solve problems</b>  Use a meaningful context to collect and organise data to answer a question.	<b>Programing project</b>  Develop an understanding of computer programming as a series of instructions.	<b>Apply protocols</b>  Develop a school ICT agreement and collaborate with others to complete an online task, using agreed protocols.
<b>Yr 5</b>	<b>Data and information</b>  Design and create digital information that incorporates a data visualisation eg. an infographic.	<b>Binary numbers</b> Examine the way that computers use whole numbers to represent data.	<b>Problem-solving processes</b>  Design and create digital solution that uses a visual programming language.	<b>Digital citizenship</b>  Apply protocols while interacting in a collaborative learning space or creating a blog or website.
<b>Yr 6</b>	<b>Connecting digital components</b>  Examine digital systems that have internal and external components that perform different functions.	<b>Representing images using binary</b>  Learn about pixels and the way computers store an image as an array of individual pixels.	<b>Creating a digital game</b>  Use a visual programming language to create a digital game.	<b>Collaborative project</b>  Collaborate with others to create a digital solution, using agreed protocols.



## **ASPIRE:**

At Deanmore Primary, we plan and embed the use of technology across the curriculum to develop: critical, creative and collaborative problem solvers, who can work positively in an increasingly changing workforce.

## **ACT:**

To gradually develop our ability to integrate the use of technology across the curriculum, as teachers we are committed to:

- participating in a range of professional learning opportunities (ie Staff Development Days, staff meetings, collaborative DOTT meetings)
- trialling and implementing taught skills, knowledge and understandings (ie use of apps, devices),
- employing the Substitution, Augmentation, Modification, Redefinition (SAMR) model, and
- planning, teaching and assessing using the Western Australian Digital Curriculum, Scootle and the 'Digihub' scope and sequence.

## **ACHIEVE:**

As a school we will develop the required skills, knowledge and understandings by:

- releasing a staff member (Technology Leader) to lead and support staff,
- dedicating time during Staff Development Days, staff meetings and collaborative DOTT meetings,
- sharing our successes to support others and to solve challenges experienced,
- seeking support when required.

## Global trends

For over 60 years, computers have been reshaping the global labour market, favouring skilled workers. This has been an extension of the long-term trend whereby routinisable labour has been replaced by machinery, resulting in polarisation of the labour market and encouraging higher levels of education. Computers have reshaped both work and workers. This trend is set to accelerate.

A series of technologies in the process of widespread adoption are likely to collectively form the basis of a new wave of the industrial revolution. These technologies expand the capacity of computers to directly substitute for human labour and human thinking, as evidenced by the capacity of the supercomputer Watson. This computer was able to win the game show *Jeopardy* by processing 200 million pages of data to provide confidence-weighted responses in the context of a quiz topic.

Just as the technologies underpinning previous waves of the industrial revolution took decades to achieve widespread adoption, these technologies are only starting to reshape business activities. Key emerging technologies are:

- Cloud services;
- The Internet of Things;
- Big Data;
- Artificial intelligence and robots; and
- Immersive communications.

Combined, these technologies are likely to significantly boost efficiency while eliminating many historic jobs. The case study in Chapter 1.5 of how Rio Tinto has used these technologies to automate mining activities in the Pilbara region demonstrates how early adopters are using them to improve efficiency and transform the way in which business is organised.

## Summary

- New wave of industrial revolution.
- Emerging technologies are reshaping business activities.
- Eliminating historic jobs.
- Students need to be ready for a unknown workforces.

<https://www.ceda.com.au/Digital-hub/Video-archive/2015/JUN/Digital-disruption-and-Australia-s-future-workforc#Digital%20disruption%20of%20education%20-%20Jane%20den%20Hollander>



# Zhang research

Study of 100 BYOD schools. University of Michigan – Led by Binbin Zheng.

One of the main takeaways of the research was that students who were given laptops and provided with the right support were able to raise their level of academic achievement. Researchers found the highest improvements in the subjects of English, writing, science and math.

When it came to writing, the study found students who took part in laptop programs benefited from higher levels of feedback, edited or revised their work more frequently, used a variety of resources and were more likely to share work with their peers.

In addition to boosting grades, it was also found that students who engaged in learning through laptops were more enthusiastic and engaged with their studies, built better student-teacher relationships and were gaining tech and problem solving skills to help usher them into the 21<sup>st</sup> century.

<https://www.mheducation.ca/blog/the-benefits-of-one-to-one-technology-in-the-classroom/>



# S A M R

Technology acts  
as a direct tool  
substitute, with no  
functional change.



*coffee*

Technology acts  
as a direct tool  
substitute, with  
functional  
improvement.



*latte*

Technology allows  
for significant task  
redesign.



*caramel macchiato*

Technology allows  
for the creation of  
new tasks.



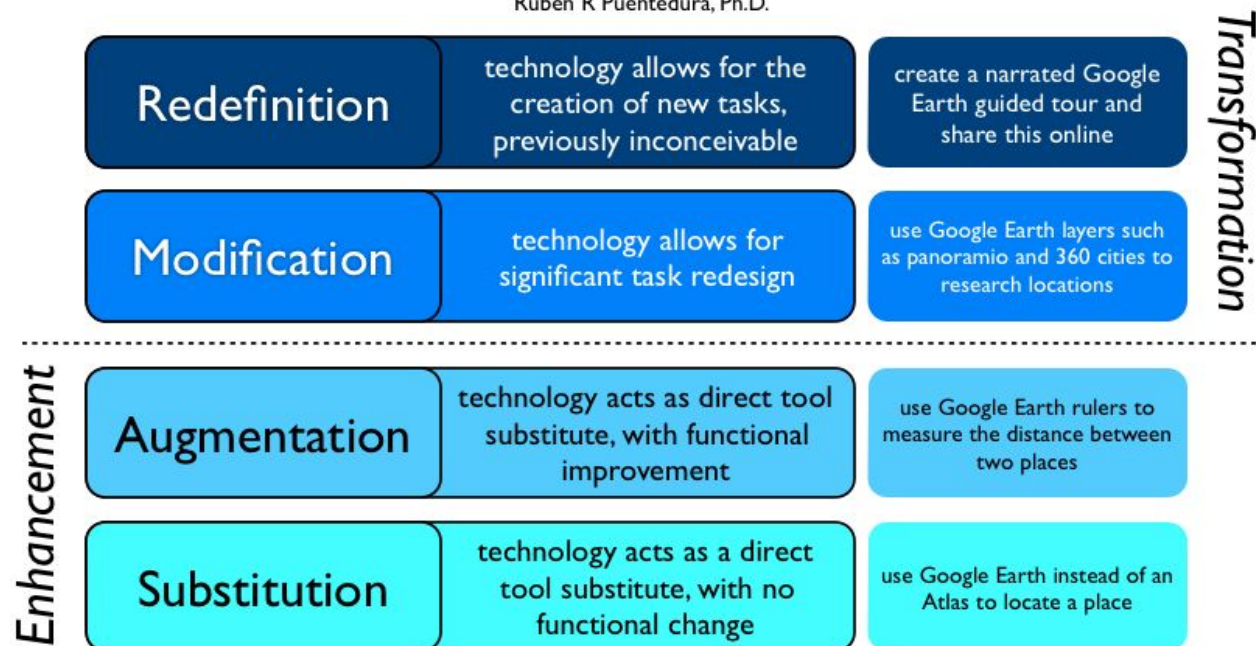
*pumpkin spice*

# SAMR Model

## The SAMR Model

*enhancing technology integration*

Ruben R Puentedura, Ph.D.



*examples added by the Digital Learning Team*

<http://www.hippasus.com/rrpweblog/>

# Why iPads?

During our parent steering meeting we discussed feedback received at the last parent information night, as well as email feedback.

One of the biggest discussion points from the last meeting was the type of device.

The parent steering committee looked at the pro and cons of each device and have recommended a 1-1 iPad program.

Main reason for choosing iPad are:

- Professional learning for teachers already taken place.
- School has a bank of devices available to supply students who are unable to BYOD.

[Pro/con](#)

# Creators not consumers.

We are committed to the devices being used as a creative device, not passive consumption.

Current restrictions – time and availability makes it harder .

# Student Examples

Student Websites - Yr 3 2018

[Chloe](#)

[Zak](#)

# App smashing

Year 3 student showing understanding of Part - Part - Whole method by using iMovie and iMotion, as well as physically manipulating blocks.



# Odd and Even Investigation

Students were asked to discover what happened when you combined odd and even numbers.

They conducted investigation then had to show their results in a format of their choice.

They used a combination of Puppet pals, Chatterpix, Scratch, iMotion and iMovie. Then uploaded to teacher on Google Classroom.





# Financial Maths

Using Coles online and Google Slides to budget a meal for their family.

ITEM	COST	TOTAL
CORN CHIPS, 3* BEEF MINCE AND BEANS.	\$1.00, \$4.00, \$0.75	\$5.75
AVOCADO DIP, DICED TOMATOES, SALSA.	\$2.00, \$0.80, \$1.50	\$4.03
SOUR CREAM, ONIONS, NACHO SAUCE	\$1.50, \$0.52, \$3.85	\$5.57
CHANGE FROM \$20 YOU WILL GET \$5.95	BY GRACE OWEN	ALL TOGETHER IS \$15.05 :3

# Scratch Jr

Scratch Jr Project.

Students drew maze in a 20 cm x 20 cm area.

Coded sprites to complete maze.

Coding required:

Loops

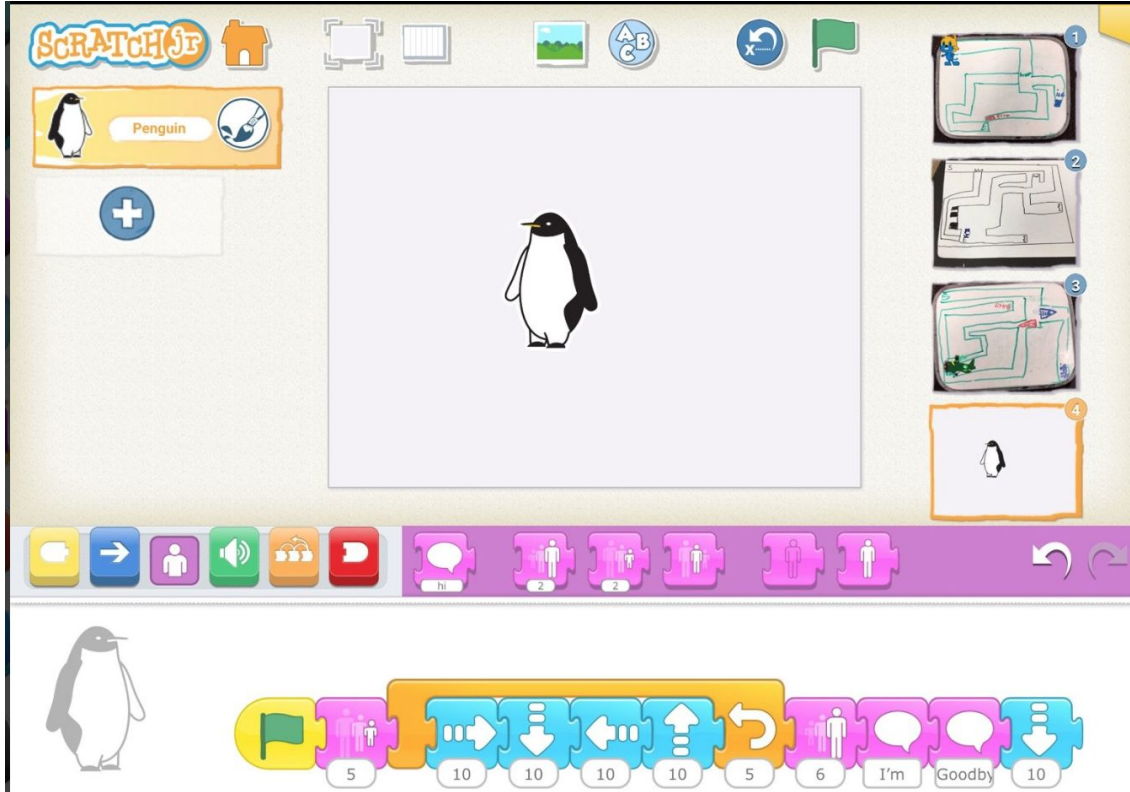
Messages -between characters and scenes.

Directional blocks.

Work in pairs to encourage language development and collaborative problem solvers.



# Properties of shapes



My Penguins is moving in a square. A square needs to have 4 equal sides. Next 4 corners. After 4 right angles 90°. 4 symmetry lines. Now that is how to make a square.

12:36 PM - 8 Mar 2019



Add a comment...

# Literacy

Tightening tension activity.

Created together on paper.

Recorded using Chatterpix

Uploaded to Padlet to share.

[Padlet](#)

# Twine - HTML

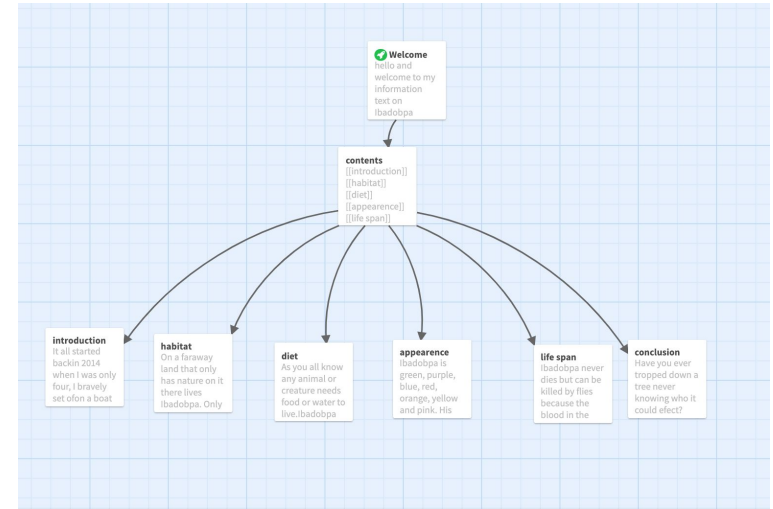
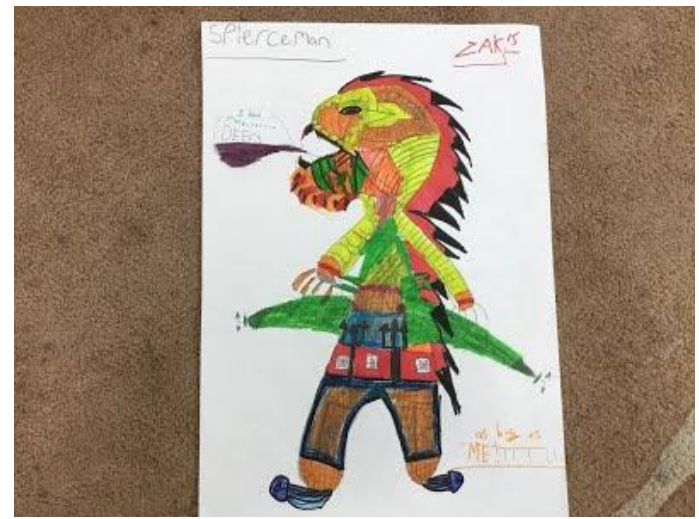
Teacher explicitly taught features of information text.

Students created in Art their own creature.

Created information text on their creature. Using Talk for Writing imitation model teacher model writing.

Students used Twine and HTML code to create interactive text.


Finally shared with teacher using Google Classroom




# Grok Learning

Meet Eliza - chatterbot - Simple Siri

Python

**GROK**  
LEARNING

 Is Eliza Human? (Python)  
**Eliza the chatterbot**

Anonymous... ▾


Instructions

Problem

Write a program that prints out:

Hello, my name is Eliza.

You can probably do it with a single line of code. :) Have a look at the notes on the previous page if you need help.

 **Print Hint**

Remember how `print` works:

```
print('Hello, World!')
```

Hello, World!

program.py ◀ Download

```
print("Hello, World")
```

Submissions ↔ Output

Hello, World

# Where to from here?

We are at the stage where we need to make a decision. In the coming weeks, you will be asked to complete a survey to indicate your willingness to participate in the project next year.

Once the decision has been made, The portal can be opened for parents to give people time to source a device.

We are still comparing options, but this is an example of what the portal will look like:

<https://sales.winaust.com.au/shop/deanmoreps>



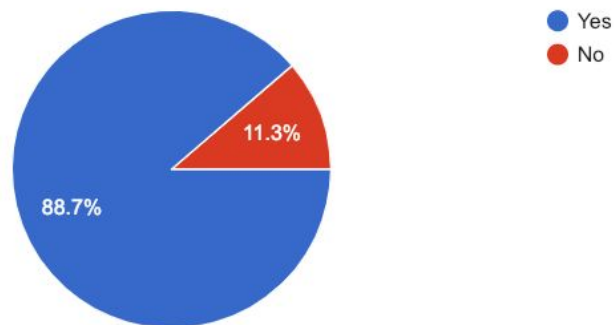
# QUESTIONS AND COMMENTS

Please add to the Padlet any feedback you would like to leave.

# FEEDBACK

At this stage, would you be interested in your child participating in a 1-1 iPad program?

53 responses



# Questions and comments

30 responses

It's a great idea 👍

What would you be talking about

Great idea and it look like you will implement it well, I like how the school is thinking forward

A fantastic idea and informative presentation. It is just a shame that the current year 4-6 students will not benefit from the programme.

Just concerned for any parents who might find this financially burdensome. How do we ensure that for any parents who cannot afford to purchase that their children don't feel segregated, that they aren't seen as different for using a school provided device?

I am definitely in the prefer a laptop camp though

All questions have been left on the previous option

Real concerns about access issues but would like to explore more

Simply. A stellar idea and managed properly it's a great tool.

It's a first step, so it seems logical

I strongly query the choice of iPads for this program. I've come from school that used iPads and there are very few real world application for the skill set learned in using the device. This seems to be business driven at benefits the deal negotiated by the government than what is best for the student and their future.

Laptops would be better

I would like to see some examples of how it would be used, how aps are selected, vetted and rolled out and how these are genuinely enhancing learning

No as,there must be external keyboards purchased as typing should included in the curriculum. There is no point having devices if the children are not developing their data input with keyboards. Laptops are used in jobs and the working world, iPads are glorified toys and are mostlyAran consumption devices

Please send throught the proposed suite of apps that will be utilised in Year 4 to parents. This will allows us to see the educational benefits they will provide

With enough controls and not too much research

Can you publish total cost of ownership that you are contemplating. Also put info on website e.g. q and a, steering committee notes

I'm a maybe 😊

Very informative thank you

I don't mind the program but the parent funded part might be a problem

I feel reassured that the implementation of a one to one program has been so well thought through.

Love the idea. Will be looking at the keyboard for my kids as I think it will help to ease the transition towards laptops in high school. Thanks muchly!

Only if screen time is limited and that all concerns are addressed explicitly in advance. And if those that can't afford it have access also.

I am happy for it to be implemented and satisfied that they will be used appropriately for the kids learning.

My concerns are about the fragility of the ipad, breakages whilst travelling to & from school.

With the right controls in place to manage use both at school and home.

I still have a few concerns so I'm sitting on a maybe

I think kids should better have their own iPads for digital learning

My main concerns,

Assistance with teaching the kids that the iPad isn't theirs and at home it is only for school based tasks

Insurance

Assistance with learning what the kids are using