

# Parent Information Session

**Technology at Deanmore 13.3.19**

**FYI**

The following information was presented at the parent information session on the 13th of March 2019.

A lot of these points were expanded on. If you need clarification please email [lisa.sampey@education.wa.edu.au](mailto:lisa.sampey@education.wa.edu.au) and we can organise time to discuss further.

# Overview

Information session.

Feedback and questions – Please use the padlet.

What next – Parent steering committee will be formed and will discuss initial feedback.

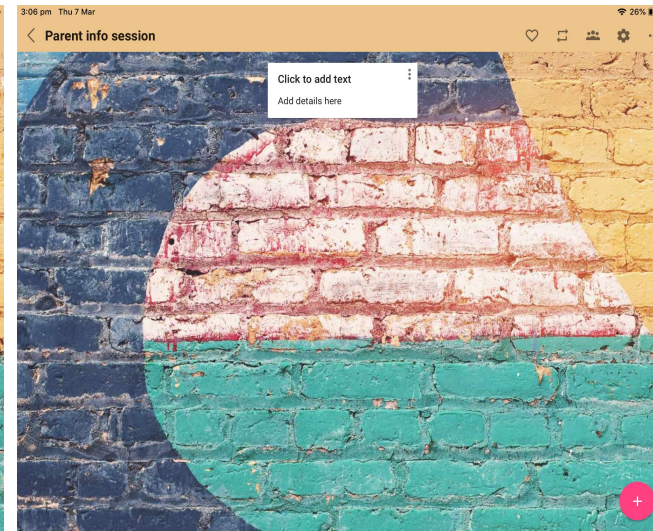
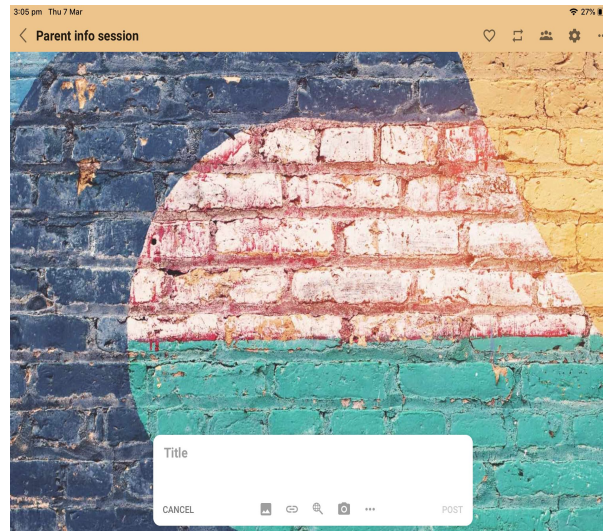
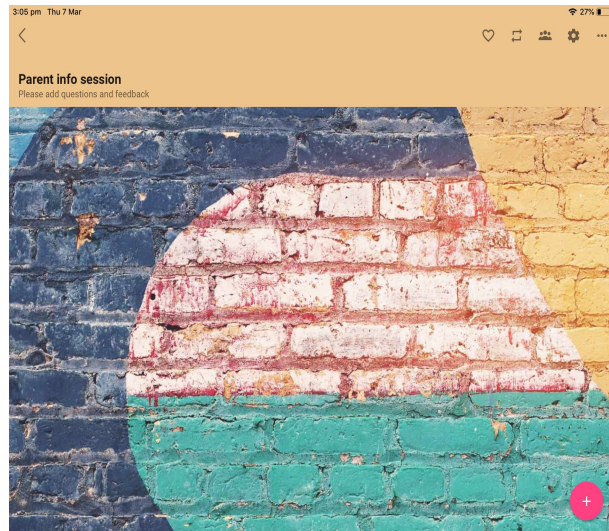
Future parent information sessions will be planned.

# 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.





## **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/>

# 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 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.

# Our Proposal

1-1 iPad program potentially starting 2020

Yr 4 - 2020

Yr 4 & 5 - 2021

Yr 4,5 & 6 - 2022

iPad chosen as a device after consultation with the teaching staff.

# Why iPad

Teachers all provided with iPads by the P&C.

Deanmore has had iPads since 2016 – enables consistency

Professional learning has already taken place – Teachers are excited about using in class

Create suite and learning apps available through app store.

Students are familiar with IOS devices as they exposed in junior years.

Aware that Churchlands is window based, exposure to different platforms during education journey beneficial.

3 year leases available, also 3 years is expected life of device. Meaning that students are ready for a new device in Year 7. Moving to high school not issue.

# Survey

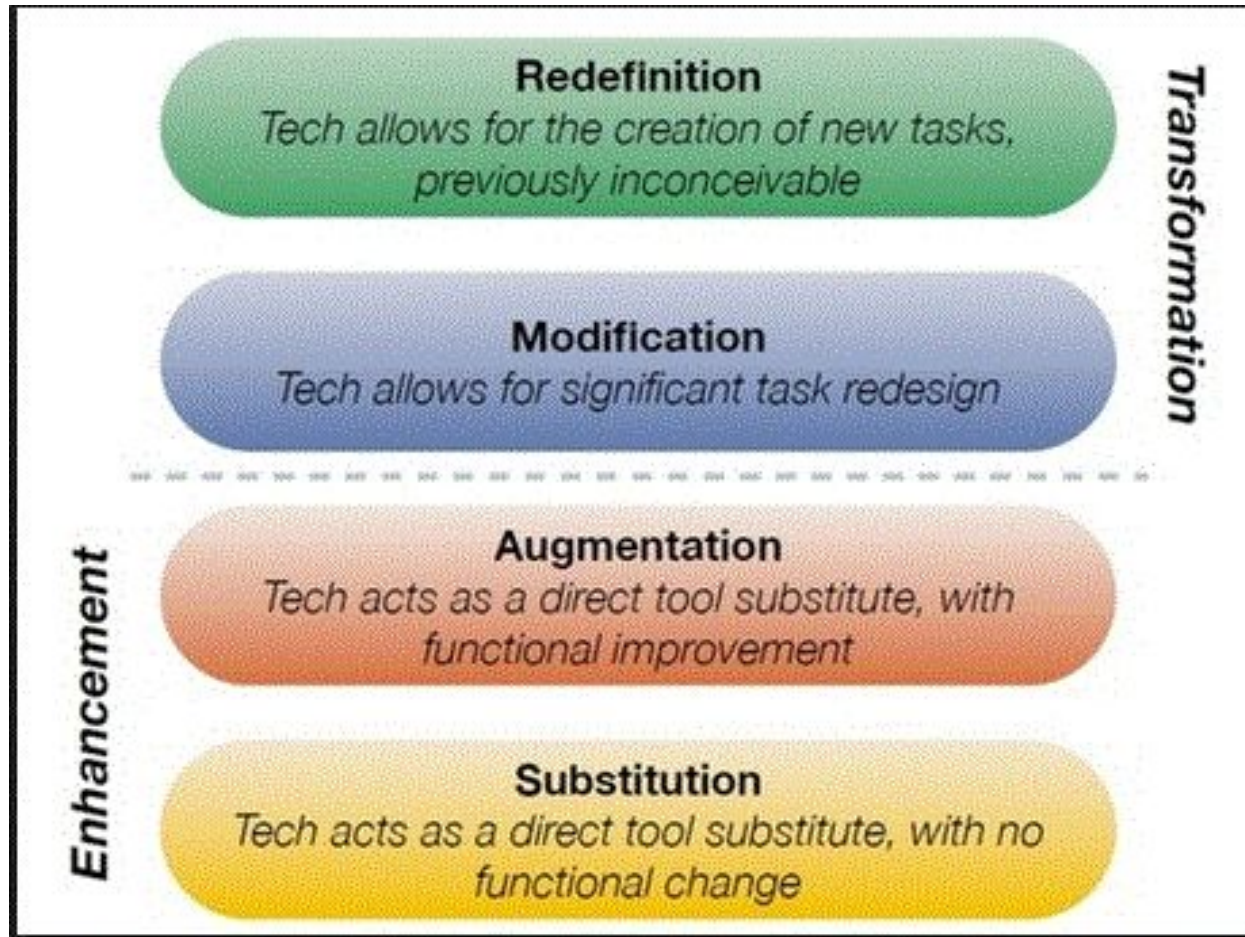
Parent – Over 50% of families responded.

Staff and Students also surveyed

In all 3 surveys:

- Majority of respondents were positive and could articulate benefits of BYOD
- Some concerns were raised – common throughout all 3 surveys.

# SAMR - Supporting good teaching strategies.



# 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.

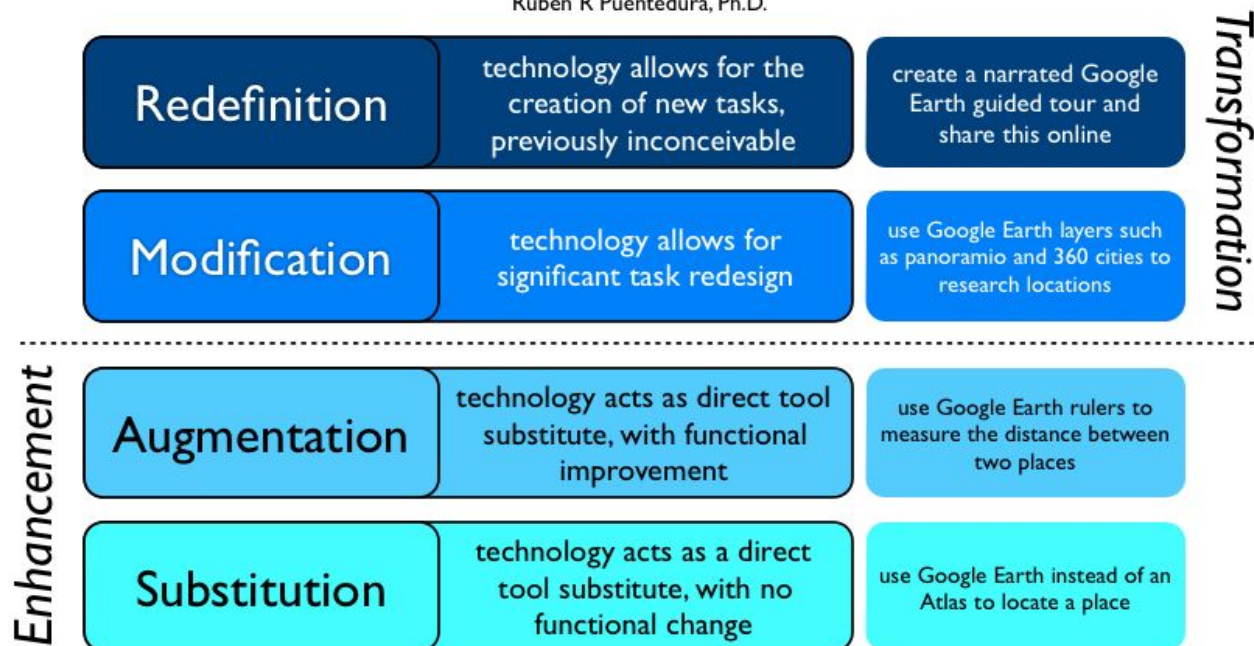


*pumpkin spice*

## The SAMR Model

*enhancing technology integration*

Ruben R Puentedura, Ph.D.



*examples added by the Digital Learning Team*




# SAMR in Action

1:55 pm Thu 7 Mar

94%

4 class comments




8 Nov 2018

...

I have made a form for you to fill out if you are requiring ICT assistance! Any one can fill it out and I will try and solve the problems. If it is about background images you may need to experiment a bit yourself (I am still unsure myself).

1 attachment

17 class comments



victoria unwin

23 Oct 2018


...

### Term 4 Assignment

Please research one country of your choice, in South America. Look at location in the world, culture, capital cities, national food, population, languages, time zone, currency, Government/ economic status, pollution, landmarks, key events etc. Be ready to present your findings to the class in week 8 or 9.

3	0
ASSIGNED	HANDED IN

7 class comments



victoria unwin

18 Oct 2018

...

### What factors do 108 and 117 have in common?

3	0
---	---

Stream

People

+





Peers  
collaborating with  
each other.

1:55 pm Thu 7 Mar 94%



×

Class comments





i also found out what happen after the concentration camps and what happened to most people and Adolf Hitler


14 Oct 2018





Anne was just a nickname.  
Her real name was Annelies Marie Frank.  
Her real nickname was Annie.


19 Oct 2018



thats cool 


23 Oct 2018



Good discovery 

30 Oct 2018

Add class comment





## Class comments



[Redacted]

Any Questions ask!

28 Nov 2018



[Redacted]

if we don't have movement blocks what do we do

28 Nov 2018



[Redacted]

Thanks

28 Nov 2018



[Redacted]

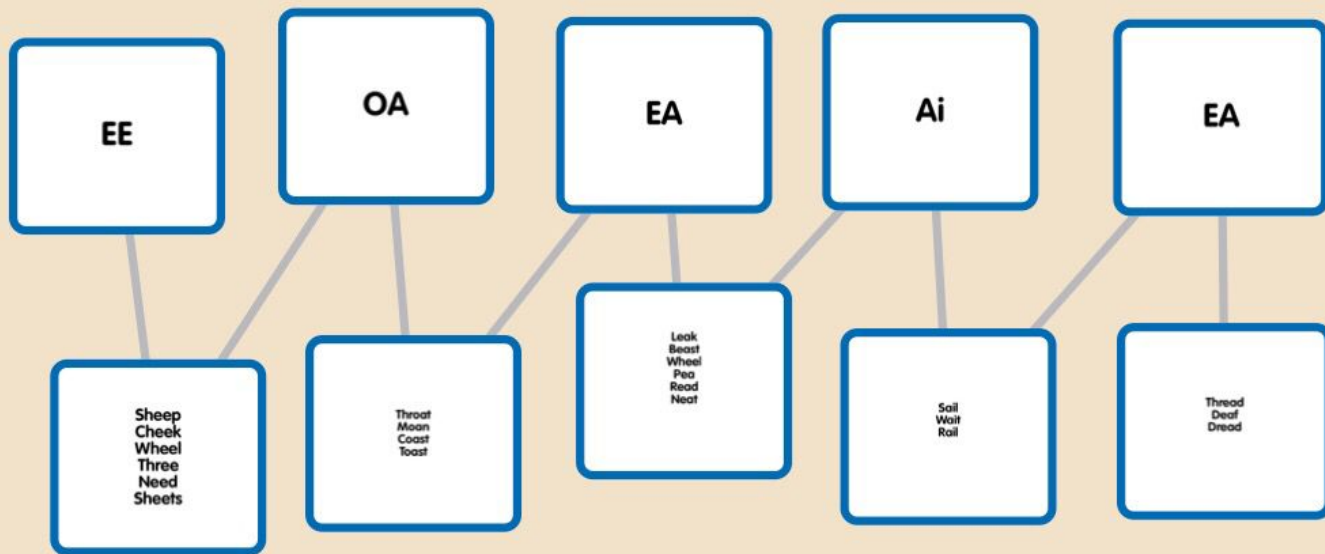
Claire, to find moment blocks go onto the motion category

30 Nov 2018

Add class comment




Sending spelling  
grouping using  
Poplet and  
Google  
Classroom.



Differentiation using WALT and WILF and Google Classroom.

Plus flipped learning opportunities for revision.



Ashlee brydon


22 Feb

Parts of a whole

Most: Convert decimals to simple fractions

Complete the following activities on the link provided (you may watch the videos if you need some revision)

Rewrite fractions as dec...



25 Feb

Thanks Miss Brydon

I did a few questions and watched a video and now I think I understand it a bit more and I agree with you Khan Academy is really great.



Add class comment...



Ashlee brydon

22 Feb

Parts of a whole

All: Order decimals up to thousandths

Complete the following activities on the link provided (you may watch the videos if you need some clarification)

Compare decimals thro...



Add class comment...

## Gamification of route learning.



Ashlee brydon

27 Feb



Here is a game to help with your timetables. My best score is 58.... goodluck

GD 100 seconds - Achieve t...

### 26 class comments



[Redacted]

27 Feb

I did it



[Redacted]

27 Feb

I did it and got 2 high scores!!! 🎉👍



[Redacted]

27 Feb

My high score is 30



[Redacted]

27 Feb

That's hard but my high score is 35 🤔



[Redacted]

27 Feb

28 is my high score



[Redacted]

27 Feb

Good job Oli



[Redacted]

b

I've been doing this game for about half an hour now..... and my high score is 40



[Redacted]

Feb

I had a couple of goes and got 36 as my high score 🤔



[Redacted]

Feb

I got 20 on my first go. 🤔



[Redacted]

27 Feb

I got 34 A's my high score 🌟🌟



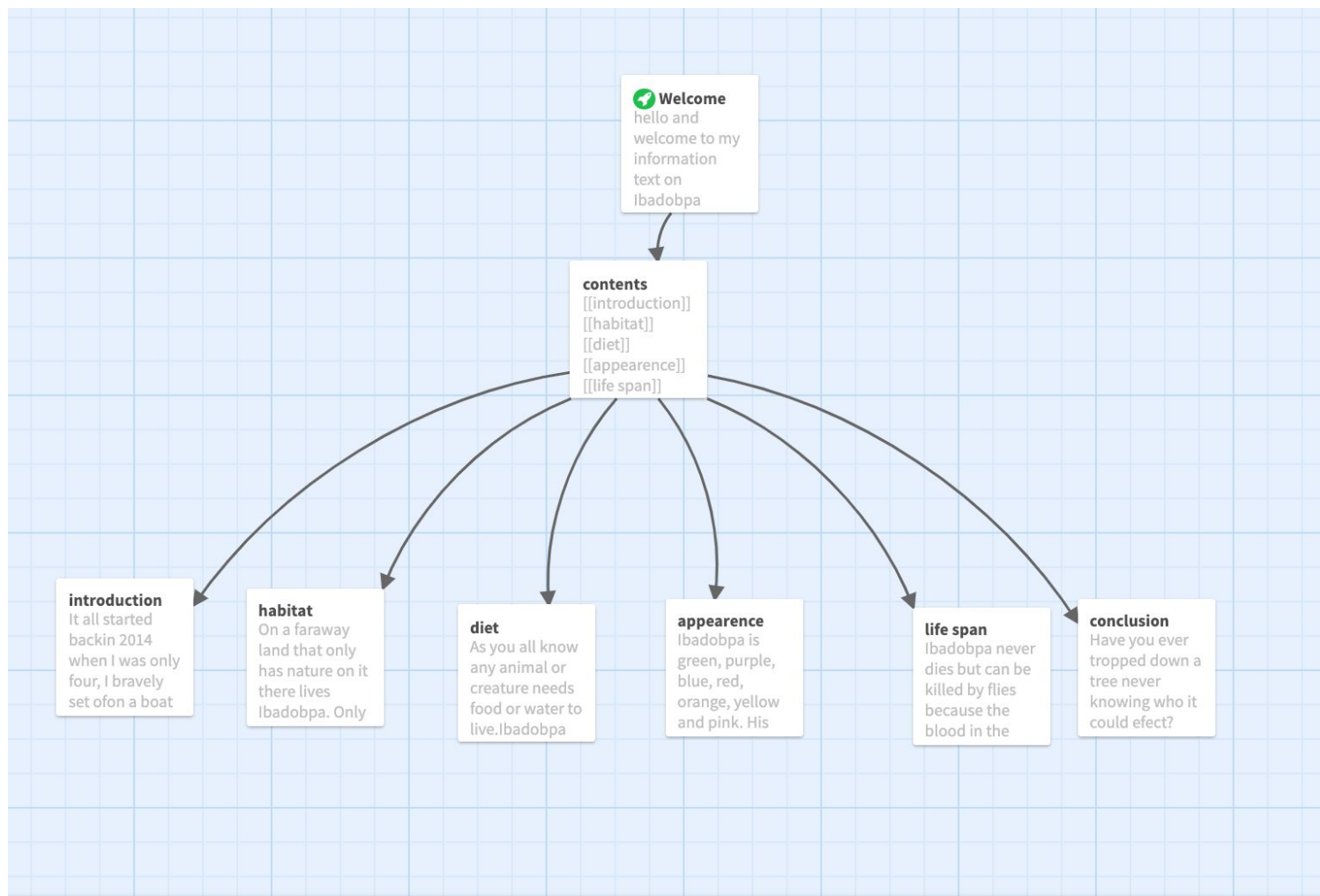
[Redacted]

27 Feb

my high score was 38 dad got 85

# Linking literacy and HTML coding

## Game



**PL**

Sandpit sessions held regularly throughout the year.

Staff meetings - Time allocated for teacher learning.

Collaborative sharing opportunities for staff to learn from each other.

Teacher released to support implementation and integration of technology.

# Teaching

"Pedagogical shift from didactic teacher-centred to participatory student-centred learning. In this type of learning culture, teachers act as a facilitator and learning partner rather than a sole expert of knowledge." *British Journal of Educational Technology*

Allows for a seamless learning environment – formal and informal learning.

Allows teachers flexibility to integrate technology when appropriate.

Human beings don't naturally all learn the same material at the same pace and in the same way. 1:1 technology allows teachers to differentiate their content delivery and student assignments to meet the needs of all students.



## Why Yr 4-6

Resources have been allocated to upskill Yr 4-6 staff to use an online environment.

Google classroom - Increasing collaboration between students, peers and teachers.

Stopping progress is lack of resourcing. 1 hr a week. 1 set at a time.

Our current model is economically unsustainable, so we are searching for an alternative.

# Importance of building positive digital citizens.

Students will be moving in a global digital environment.

Important to learn skills in a controlled environment, so that they have the skills to create a positive digital footprint when they are on their own.

Taught within our PBS initiative.

# Student ICT Agreement

All students sign  
before using devices  
at school

Respect	Responsibility	Unity	Excellence
We handle all technology devices appropriately and with care	We log off or shut down our devices at the end of the lesson	We share technology with our peers	We use technology for learning
We ask for permission to take photos	We tell the teacher immediately of any inappropriate behaviours or problems with ICT	We help others.	We are patient when we are waiting for devices to load
We respect each other online	We make sure devices are used appropriately	We behave appropriately in online forums	We create a positive digital footprint

# Concerns

**Cost** – iPads are cheaper than the Macbook option. School decision to remain within IOS environment as resources were purchased in 2015/16. School will provide a bank of iPads for students who can't afford their own. Leasing options will be available.

**Ergonomics** – A blend between physical and digital. Not a long exposure to staring at screens. Cases enable screens to stand up, so students aren't slumped over.

**Monitoring** – Zuludesk and Apple Classroom allows for monitoring at school. Zuludesk Parent can help with screen time management etc at home. PBS encourage positive use of devices and what steps to take if something pops up that is not appropriate. Only used in learning times – No recess or lunch.

# Concerns

**Damages-** School will not be liable for damages. Applecare and Applecare+ (\$69) and Australian consumer laws offer protection on device for families. Insurance can be provided as part of leasing arrangements.

**Screen Time-** The school is aware government recommends to limit to 2 hrs per day. We are unable to control home use, however the mobility of iPad means students are moving seamlessly between physical and digital and are not staring at the screen playing games for long periods of time at a school level.

# Feedback from Information Session



Lisa Sampey +9 • 16h

## Parent info session

Please add questions and feedback.

Can u provide analysis of school survey related to this subject

Steering committee would be interesting to join but it would all depend on when session and times happen.

Consultation with teachers was cited as the reason for using iPads but what was the criteria? Churchlands uses Windows laptops, content producing work places use Windows or Mac laptops. No one writes computer software using an iPad, and I would hazard a guess that very few authors use them to write a novel. Are our kids being given the right tool for the job?

1 comment

**Anonymous** 16h  
Agreed. They aren't used in business except for perhaps presentation purposes. Apple is a closed system which reduces its application in the real world

Good luck with this initiative. I think we got stuck on the device and the typing. This is about creative a world of learning for our kids that they deserve. It also gives me comfort that I can be assured of consistency. Lisle

will you set minimum spec requirements?

Why iPad rather than cheaper android tablets - why contain yourself within the walled Apple garden?

Spirals of inquiry on dojo is also a great idea for interaction that works well 🙌

Google classroom works really well

How many hours a day will the ipads be accessed?

Should take this forward but need further consideration on storage before/after school

Can we create a silent fund for those who genuinely can't afford iPad?

To avoid those less fortunate not being able to do work outside school hours (doing extra work on a project at the weekend for example) might we explore a silent fund for the few cases that would need it?

Spread across a year it would be a small amount - or perhaps we just insure them so they can take them home?

1 comment

**Anonymous** 16h  
Very on board for this

Are there blocks from certain content as an initial filter?

If we insured them ourselves could we leave them at school? We have computers at home but it would reduce risk of loss

Have you thought about the use of keyboard and mouse?

How will you manage those children who are unable BYOD - May be for financial reasons?

Hi 🙌  
Needs to be iPad or can it be tablet?  
Bringing iPads I m a little worried device could break or get lost

Happy to help if I know the frequency of the steering committee sessions

### Please complete this form.

We thank you for taking the time to listen to us today.

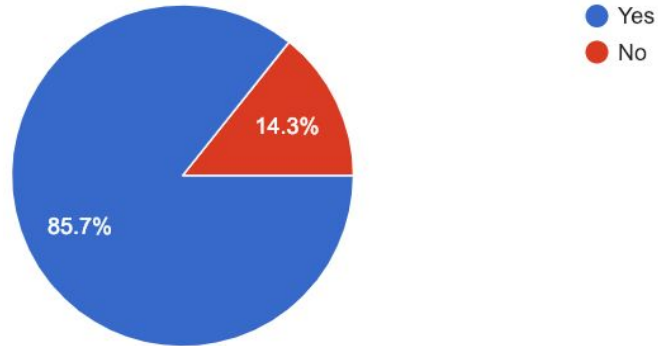
Initial Feedback Form  
https://docs.google.com/forms/d/1...  
At this stage, would you be interested in your child participating in a BYOD program?  
Initial Feedback Form  
google docs

# Feedback from Information Session

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



21 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

# Parent Steering Committee Meeting

Would love to add some voices to the committee. Please email me if you are interested.

First meeting 28th of March

Your child's education is a partnership. And we need your help and your input to ensure that as a learning community we are providing students with the best opportunities available.

[lisa.sampey@education.wa.edu.au](mailto:lisa.sampey@education.wa.edu.au)

# Other research

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

[https://www.ted.com/talks/sugata\\_mitra\\_build\\_a\\_school\\_in\\_the\\_cloud#t-91078](https://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud#t-91078)

[http://blogs.edweek.org/edweek/DigitalEducation/2016/05/one-to-one\\_laptop\\_test\\_scores.html](http://blogs.edweek.org/edweek/DigitalEducation/2016/05/one-to-one_laptop_test_scores.html)

<http://www.bertramps.wa.edu.au/ipads/>

<https://subiacops.wa.edu.au/curriculum/1-1-ipad/>

<https://tophat.com/blog/6-pros-cons-technology-classroom/>

<https://www.emergingedtech.com/2012/04/why-every-student-should-be-in-a-11-classroom/>

[https://s3.amazonaws.com/academia.edu.documents/30726784/2012010350224421.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1551927514&Signature=iRgSLO3lhVeB%2Bou8RyQjmkN3SOk%3D&response-content-disposition=inline%3B%20filename%3DLeveraging\\_mobile\\_technology\\_for\\_sustain.pdf](https://s3.amazonaws.com/academia.edu.documents/30726784/2012010350224421.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1551927514&Signature=iRgSLO3lhVeB%2Bou8RyQjmkN3SOk%3D&response-content-disposition=inline%3B%20filename%3DLeveraging_mobile_technology_for_sustain.pdf)

<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>