Parent Information Session

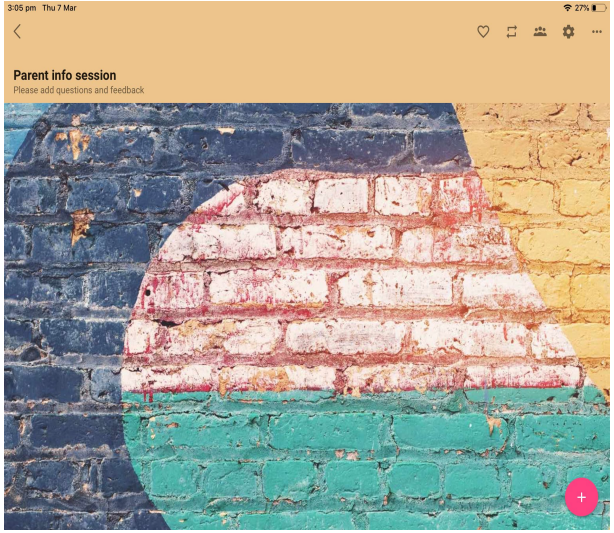
4.4.19

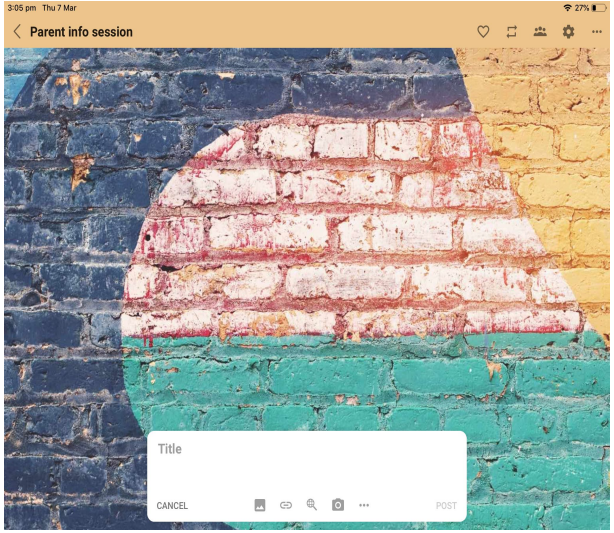
How to use Padlet.

Click the pink circle in the right hand corner.

Tap to add text.

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





Our 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.

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

CEDA - June 2015 report.

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.

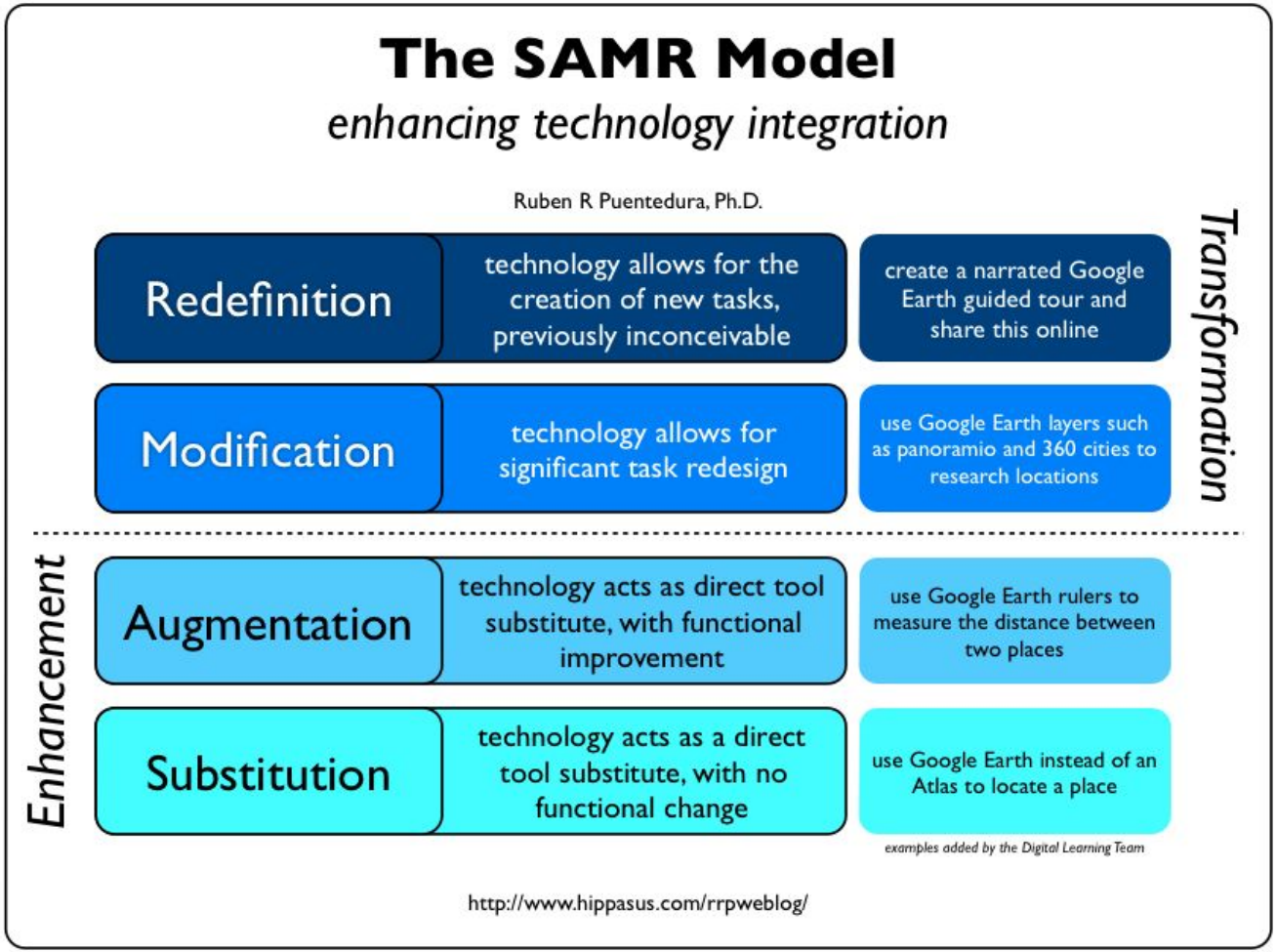
One of the main takeaways of the research was that students who were given laptops and provided with the right support were able to raise their level of academic achievement. Researchers found the highest improvements in the subjects of English, writing, science and math.

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 21st century.

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

SAMR Model


The SAMR Model
enhancing technology integration
Ruben R Puentedura, Ph.D.
Redefinition
technology allows for the creation of new tasks, previously inconceivable
create a narrated Google Earth guided tour and share this online
Modification
technology allows for significant task redesign
use Google Earth layers such as panoramio and 360 cities to research locations
Transformation
Augmentation
technology acts as direct tool substitute, with functional improvement
use Google Earth rulers to measure the distance between two places
Substitution
technology acts as a direct tool substitute, with no functional change
use Google Earth instead of an Atlas to locate a place
Enhancement
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 steering committee 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.

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.

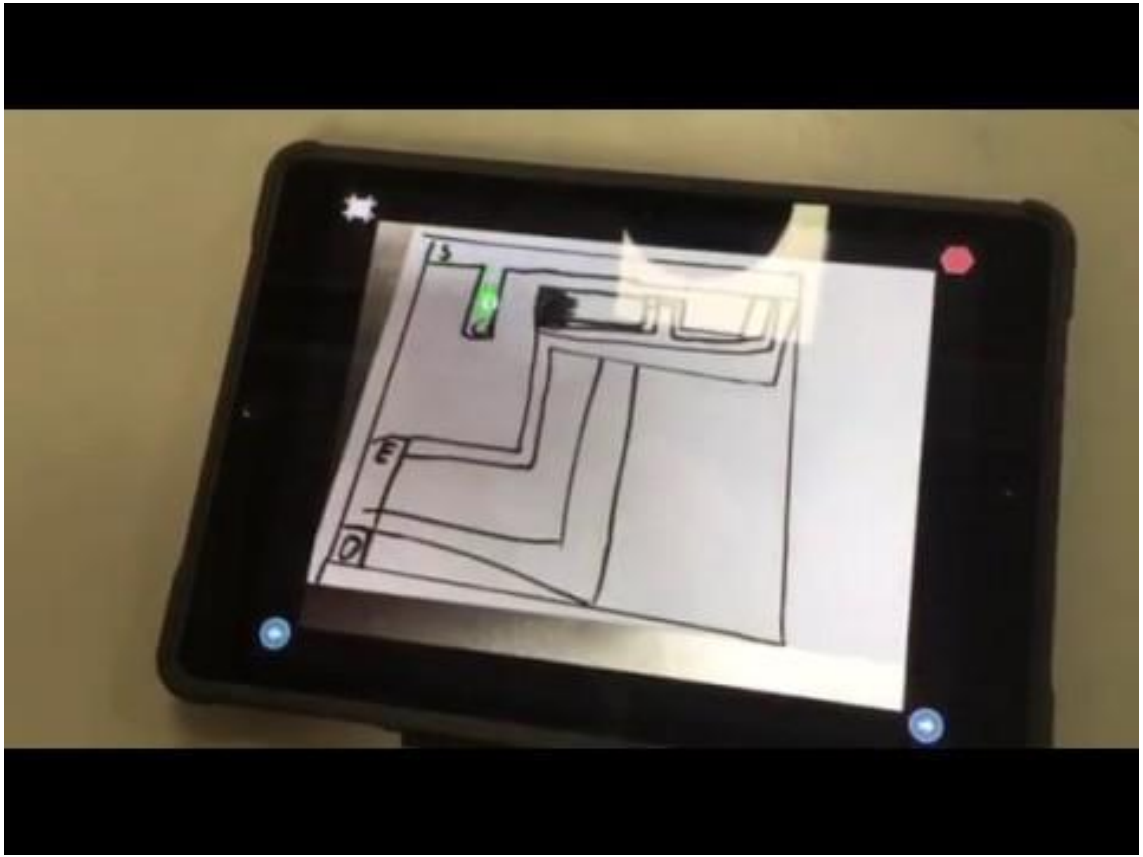
Students drew maze in a 20 cm x 20 cm area.

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 angels 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

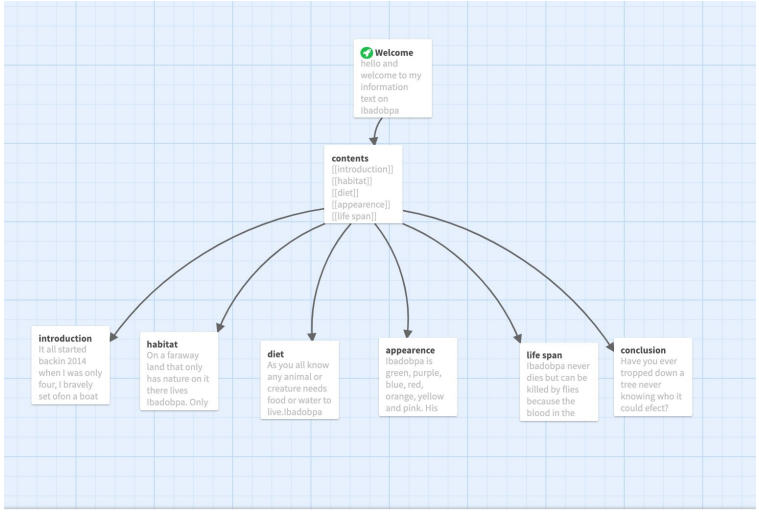
Teacher explicitly taught features of information text.

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.

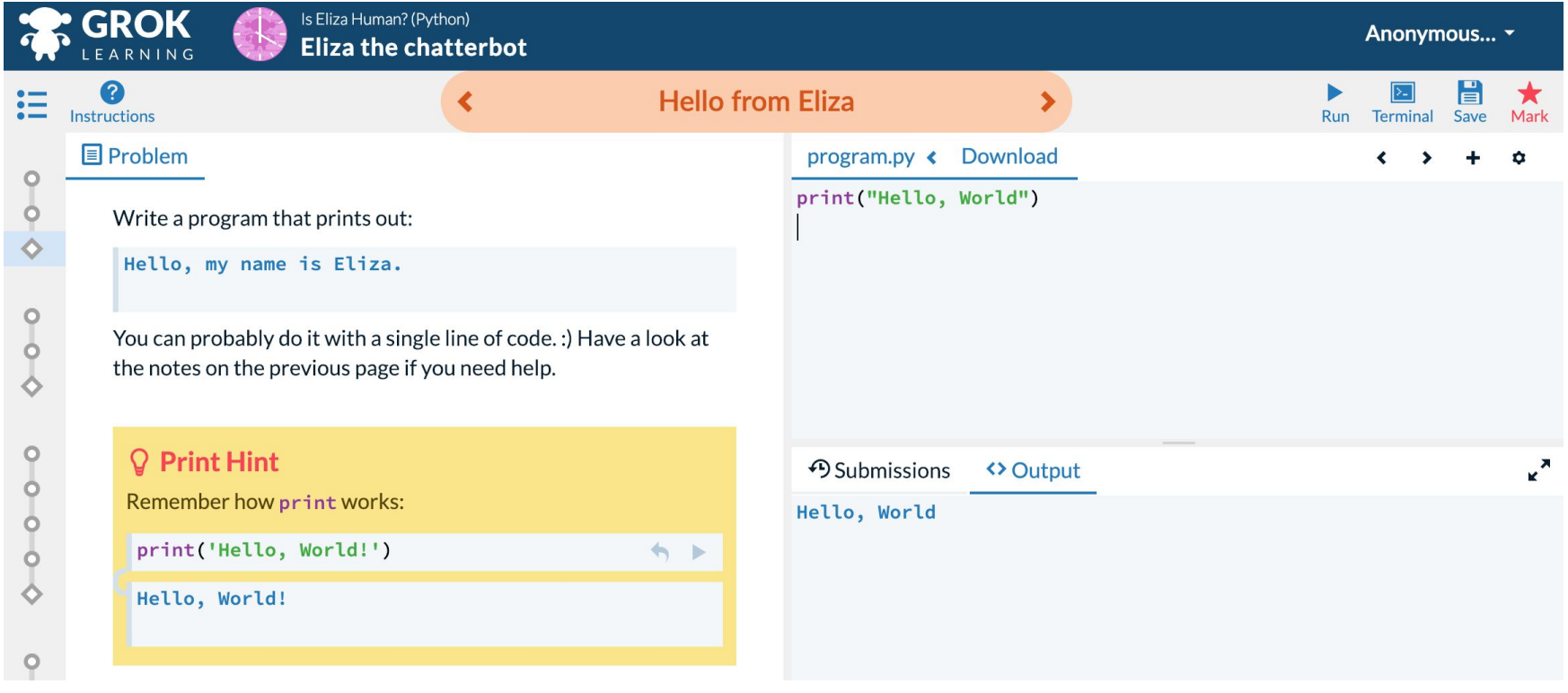
Finally shared with teacher using Google Classroom.



Grok Learning

Meet Eliza - chatterbot - Simple Siri

Python



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 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.

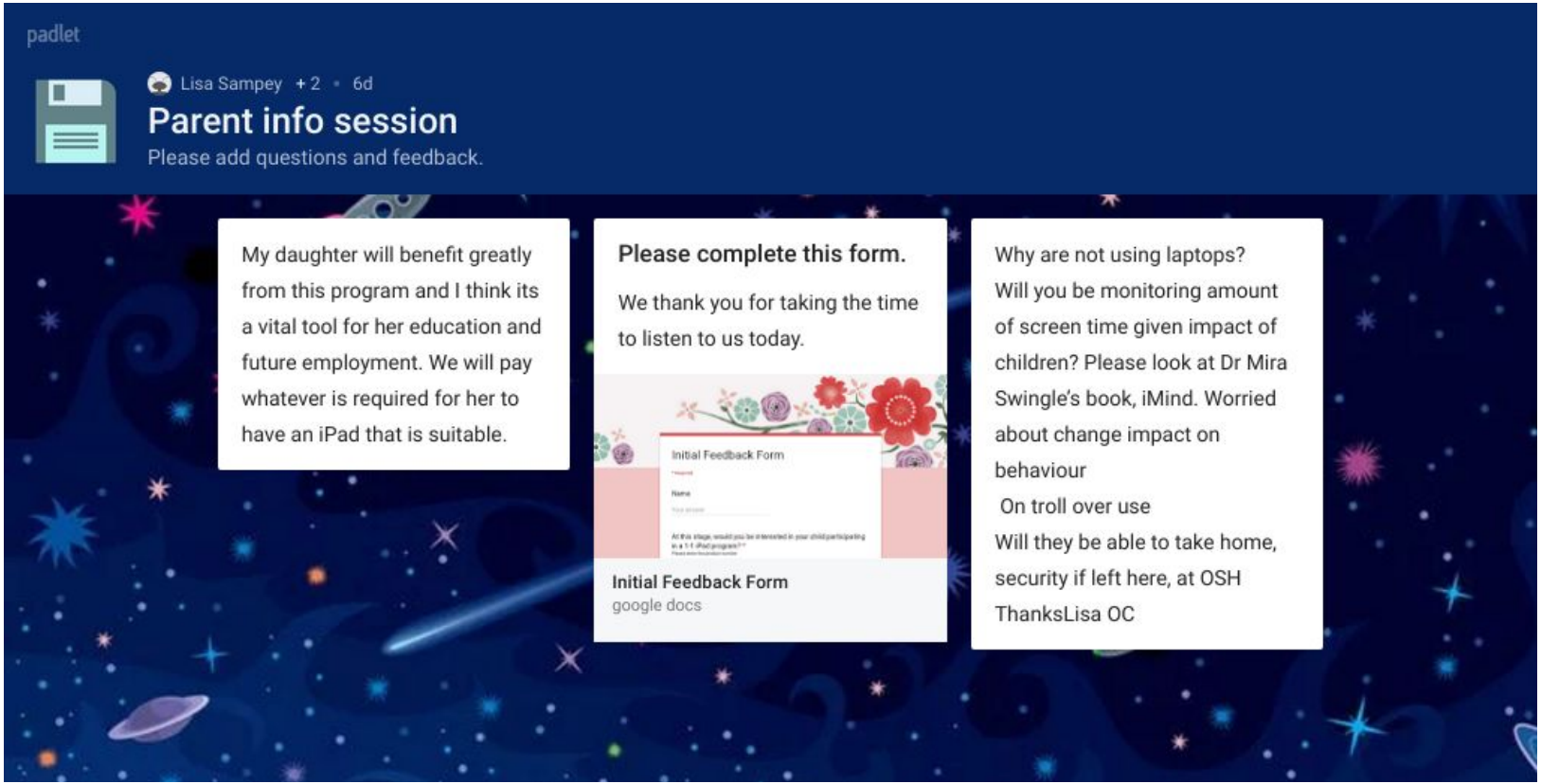
Feedback

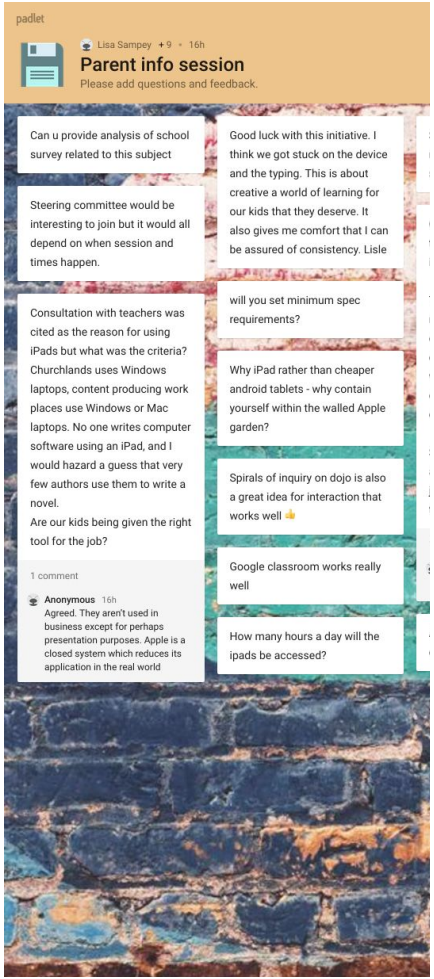
Please add feedback to the Padlet and complete the Google Form (if you haven't already.)

Alternatively feel free to email me at:

lisa.sampey@education.wa.edu.au

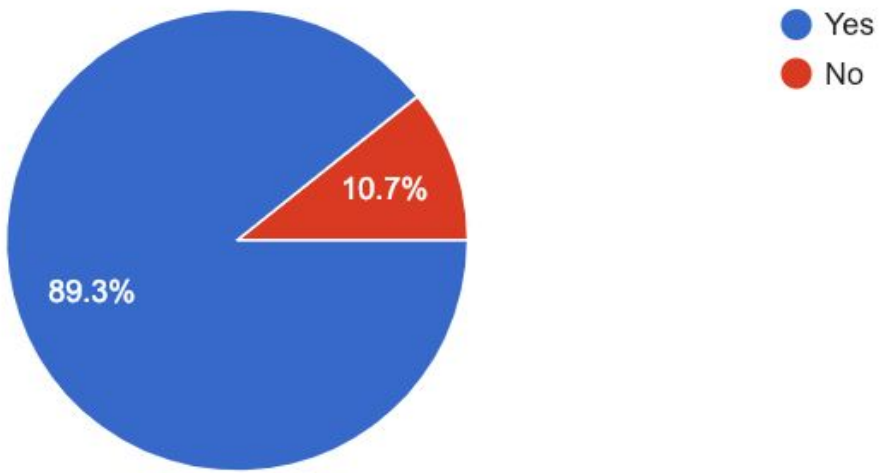
Feedback Received




padlet
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?

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

28 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