

St John's Primary School, Scarborough



1:1 IPAD PROGRAM





Where are we coming from?

INTRODUCTION

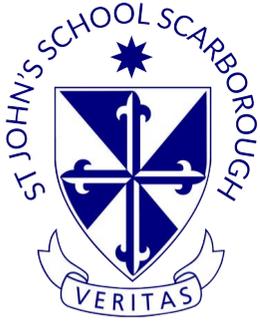
When students were succeeding in school with no technology, we were also living in a world with little technology, and preparing students for life in a world where technology wasn't a part of their daily lives.

Sir Ken Robinson. Changing Education Paradigms.

The world is not the same as it was 15, 10, 5, even 1 year ago. This is a fact. The digital world in which our children exist is changing the way children think. From birth, their brains are being affected by the audio-visual and interactive experiences provided by the digital tools they are exposed to. Our children, when compared to our generation, are neurologically wired differently. (Small and Vorgon, 2008).

Their cognitive structures process information in a parallel or simultaneous manner, not sequentially like ours. This has been confirmed by research. It is our job as educators to prepare our students to succeed in the world as it is (and will be) as best we can. Here at **St John's** we began to research the benefits of iPads as our technology of choice for upper primary. This research has involved references to national and international iPad studies, visits to other schools that have been successfully implementing iPad programs, and access to and guidance from ICT Learning Technologies consultants at the Catholic Education Office. As with any change to education, it is inherently accepted that primarily our parents, students and teachers need to be supportive of the 1:1 iPad program for it to be successfully implemented.





St John's Primary School

OUR BELIEFS

At St John's Primary School we believe that:

- ❖ All students can learn, and do so in a variety of ways.
- ❖ Meaningful educational technology integration is an essential element to learning in the 21st century.
- ❖ Effective teacher up skilling is important in raising competencies for all educators, students and parents.
- ❖ Technology is a tool that is **one** part of a quality learning process.
- ❖ Other effective pedagogical strategies need to work in conjunction with technology.
- ❖ iPads are **neither a substitute nor a replacement** for the techniques and processes we are already using; **they are a tool** that can be used when they allow for outcomes to be achieved in ways not previously possible.

WHY SHOULD WE INCLUDE TECHNOLOGY IN THE EDUCATION OF OUR CHILDREN?

Reason 1. Expansion of time and place

Technology is no substitute for an inspiring teacher. However, on-line materials are *far more available*; twenty times more.

Bottom line: information technology allows learning anywhere, anytime, opening up learning opportunities beyond the four walls of the classroom.

Reason 2. Depth of Understanding

Interactive simulations and illustrations can produce a much greater depth of understanding of a concept. When virtual manipulatives are used in a classroom setting they can go far

beyond chalk and talk. Using an iPad and Apple TV, the teacher can conduct onscreen investigations and demonstrate concepts far more easily than with just words.

Because the students have access to the same tools over the web, they can reinforce the ideas by experimenting with the simulations themselves, anytime, anywhere.

Reason 3. Differentiated Curriculum

All students benefit from the customisation of their own device. By offering curriculum differentiation through choice of texts, apps specific to their learning needs and an interface suited to their workflow, students can make their iPads their own.

“Mobile devices offer individuality, a ‘unique scaffolding that can be customised to the individual’s path of investigation’ (Peters, 2009, p.117). iPads offer an array of applications (‘apps’) that can be easily commissioned for local use and can be selected to meet the learning topics and themes that an individual requires.” [Melhuish and Falloon, 2010, p. 4][4].

Reason 4. Collaboration

“Collaboration is promoted by mobile technology, since it stimulates face-to-face social interaction between children. Having a mobile device right in front of students allows them to strongly engage with content, since mobile technology can be viewed as a portal which allows students to view content they are interested in at any given location. This encourages and motivates children to read content, as they are able to easily access information which they enjoy in front of them. It allows students to take control of their own learning and provides the ability for children to supplement what they are learning in class in real time as the educators speaks.” [Henderson and Yeow, 2013, p.3][2].

The benefits of collaboration include: higher achievement, greater long-term retention, more frequent use of higher level reasoning, meta-cognitive thought, more accurate and creative problem solving, more willingness to take on difficult tasks and persist, more intrinsic motivation, transfer of learning and greater time on task. [Johnson et al., 2007, p. 19][3].

Reason 5. Going Global

The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe. The Internet permits free videoconferencing which allows for interaction in real time with schools in other countries. From an educational viewpoint, what could be more important than understanding other cultures through direct dialogue and collaboration?

Reason 6. Personal Productivity

Students need productivity tools for the same reasons you do. They need to write, read, communicate, organise, schedule and most importantly create.



ST JOHN'S IPAD PROGRAM

To prepare students for the 21st century and to meet the ICT requirements of the **Western Australian Curriculum**, it is incumbent on us to provide students with purposeful access to ICT that increases their **participation, engagement** and **achievement** in education.

Aims:

- Increase independent and self-directed learning among students;
- Increase student motivation and active engagement in learning;
- Improve teachers' capacity to plan for and meet individual student needs;
- Extend students' learning beyond the classroom;

Foster 21st century learning skills

But it is quality teaching and support that makes this possible, not the device.

What we have discovered so far?

1. The iPad (as a device) has functionality and features that enhance its use as an effective and engaging learning tool.
2. The iPad **is** a device. It is another tool (albeit a powerful 'anything, anytime, anywhere tool') in the teaching and learning toolkit. **It is not the only tool!**
3. Quality teaching is (as has been found in other studies) the factor which enables the iPad to be used effectively to improve student motivation, engagement and learning outcomes. **'Learning will only be 24-7 if what students are learning is intriguing and engaging. Curriculum drives 24-7 learning, not the device.'**
4. The majority of students said that learning was more fun when using the iPads.
5. Students were more motivated and engaged in their learning and the use of the iPad had improved their effective use of ICT in teaching and learning.
6. The iPad supports essential skill areas: complex communication, new media literacy, creativity and self-directed learning. Use of the iPad created an immersive and active learning environment and created opportunities for personalised, student centred learning.
7. The iPad became an educational tool in the student's toolkit to help meet curriculum requirements **alongside** (rather than instead of) more traditional tools like text books, pencils and paper.

WHY CHOOSE THE IPAD AS A DEVICE?

- ❖ The iPad is a personal device which can be used anywhere and anytime.
- ❖ Fast start up - no wasted learning time waiting to log on.
- ❖ Multi-media capabilities - camera, video and voice recorder - offer greater opportunities for creativity and sharing.
- ❖ Students have the ability to publish, inform, entertain and collaborate with a wider audience.
- ❖ The abundance of apps and access to information on a vast range of topics allows students and teachers to pursue areas relevant to classroom learning and Western Australian Curriculum content.
- ❖ The touch interface correlates to the technology which students use in their everyday lives and allows a high level of interactivity.
- ❖ A long battery life means the iPad can be used throughout the entire school day.
- ❖ There is anywhere, anytime access to current information that contains text, sound, images and interactivity.
- ❖ Light and portable, easily carried in the school bag and to and from Library, Music etc, when required.
- ❖ The iPad is seen to be an intuitive device and minimal technical support is required.
- ❖ The iPad easily facilitates the use of individual, paired, small group and large group work easily. Sharing and collaboration are enhanced.
- ❖ Facts are at hand, requiring less expert knowledge and more guiding of learning and mentorship from the teacher.

With iPads we can:

- ❖ Differentiate the curriculum.
- ❖ Use the Internet for research and school tasks.
- ❖ Draw, sketch and create artwork.
- ❖ Find, collect and analyse data.
- ❖ Be organised!



The teachers found that use of the iPads has reinforced the quality of teaching, giving purposeful and effective use of ICT. This contributes to improved learning. As such, St John's will endeavour to continue to provide teachers with access to meaningful professional development opportunities on a consistent basis.



1:1 IPAD PROGRAM - IMPORTANT INFORMATION

iPads in Year 4, 2019

The iPad you have or will purchase for your child will become an educational tool in his/her learning toolkit to help meet curriculum requirements **alongside** (rather than instead of) more traditional tools like text books, pencils and paper.

Device Specifications

The device that we are proposing is the iPad 5th generation 128GB Wi Fi only, the iPad 6th Generation or the iPad Pro. We think these devices will be sufficient for students' needs while at school. Other schools that have implemented student devices have found this to be the case. Keep in mind however, that allowing students to personalise their iPads with apps, music and data will take up additional space. Please note that although compatible, an Apple Pen is NOT required.

Each iPad will need to be protected with a strong, durable **keyboard** case.

Purchasing

iPads are readily available from a variety of retailers. We suggest that you source the best priced iPad from a recognised supplier. The school will outline the setup procedure for your new iPad in preparation for Term 1.

Technical Considerations

Wireless access at home - this is not essential but to allow the iPad to access the Internet, a home wireless network is required. This is usually provided by a wireless router.

Personal apps, games, music etc can be downloaded onto the iPad using an Apple ID - parents should have complete control over this as it requires the use of the Apple ID and password; however, you are reminded that amount of storage may be compromised.

Parental restrictions - these can be placed on the type of apps and content that can be downloaded.

Cyber Safety

Cyber safety issues are a concern with all Internet based devices. Students are explicitly taught a Digital Citizenship program from Common Sense Media from Year 3. Parents are responsible for working with the school to ensure that their children are competent and respectful users of the Internet and the technology provided to them.



FREQUENTLY ASKED QUESTIONS

It's inevitable that many questions will arise regarding our iPad program, and we have endeavoured to address these in the following FAQ section.

Why 1:1 and iPad?

1. Why do we need to use iPads in school?

The **West Australian Curriculum** requires students to develop ICT capability as they learn to effectively and appropriately use ICT 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.

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 and in their communities.

iPads as a tool are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences. iPads can adapt to different contexts. They afford students the opportunity to transform the ways that they think and learn and give them greater control over how, where and when they learn.

2. Why does every child need a device?

Students having access to their own device will help to maximise learning opportunities as the device will always be available. They will be able to use the same device at school and at home to make learning an option 24/7. The iPad works best as a single user device where no login is required, and provides opportunities for personalised, student centred learning. Children having their own device also allows for a level of parental involvement in learning which was not previously possible.

3. Why is St John's not proposing laptops?

The iPad offers an element of speedy access, mobility and intuitive interaction. There are a large range of apps available for the iPad that are useful for students in upper primary school years. These apps are relatively inexpensive to purchase. Suitable software for laptops is not so abundant and is often expensive.

4. What ICT devices will other years have access to?

All students will still have access to a variety of digital devices, in particular iPads and MACs, throughout the school which will assist them to achieve intended learning outcomes.

Teaching and Learning

1. How will we know how the iPads are being used in the classroom?

By implementing a 1:1 iPad program you child will be bringing their iPad between home and school on a daily basis. In our opinion, this provides unprecedented access to your child's learning and affords parents the opportunity to become more actively involved in their child's education.

2. Will my son/daughter stop handwriting?

No. The development of fine motor and handwriting skills are still considered fundamental at St John's. Many iPad activities are undertaken as part of a process towards achieving learning outcomes, and using pen and paper is more often than not a part of that process.

3. Will my son/daughter still need access to a computer at home?

Access to a computer at home may complement learning experiences, but is not necessarily a requirement if an iPad is available. (Only for syncing/backup purposes via iTunes)

4. Have teachers been trained on how to use the iPads in the classroom?

We view our teachers as learners too. Teachers at St John's have access to professional support from many external sources as well as expert teachers within the school. We consider their learning to be developmental and constantly evolving. We constantly look for ways to best support their technological and pedagogical understandings.

Apps for the iPad

1. What apps will be required and who will pay for them? - The school will manage the Apps that are required for school purposes. These licences are purchased through the Apple Volume Purchasing Program at school and are pushed out to the devices. Any additional Apps can be purchased using an Apple ID at home.

2. Will my child be able to install other apps and games? - Yes, however the purchase of all apps, games, music etc must be made with an Apple ID which requires a password. The owner of the Apple ID must be at least 13 years of age and it is strongly recommended that this is a parent. Hence parents have control over the Apple ID password and what is installed on the iPad. There must be sufficient room left for school based apps to run.

3. Will students be able to store music on the iPads? – Yes students can store their music on the iPad. Again this requires the use of the Apple ID over which the parent should have control.

4. What happens if inappropriate apps or music are on the iPad? – If school staff notice that inappropriate apps or music are on the iPad the parent will be contacted and asked to remove the inappropriate material. Educational applications will be considered the priority on the iPad and the school reserves the right to request information which does not support educational outcomes be removed if it impedes the tool's intended purpose.

5. Will students be able to use Facebook on the device? – Users of Facebook have to be 13 years of age or older, hence Facebook should not be used on the device. Access to Facebook is blocked at school.

Device Usage

1. Will students be able to use the devices at recess and lunchtime? –

Students are encouraged to be active and socialise during break times. As a general rule the use of the iPads will not be allowed during these times.

2. Will my child's Internet usage be monitored at school? –

The school has an Internet filtering system that aims to stop inappropriate material reaching the students. Teacher supervision is also important in monitoring student usage and behaviour online, and student education has taken place and will continue to reinforce strategies for appropriate and safe behaviour online. Students can and do occasionally come across inappropriate content. We believe that providing them with strategies to deal with such occasions in a safe and supportive environment is preferable to them dealing with the issue in unsupported circumstances.

3. How will the school regulate student use of the Internet at home? – The school is unable to regulate student Internet usage at home. We encourage parents to be aware of what their child is doing on any Internet enabled device (computer, iPad, iPhone, iPod) and strongly encourage the use of these devices in family areas only (not in private areas such as bedrooms).

4. How much time will my child spend using the iPad each day? – The iPad becomes a tool amongst many at the disposal of the teacher and students throughout the day. With any



learning experience, the teacher is best placed to decide which tool will be most effective in meeting the intended learning outcome. iPads are not intended to be a replacement or a substitute for any of the more conventional tools teachers have at their disposal. It is the school's belief that any well-rounded approach to education involves balanced access to a variety of tools. iPads simply increase the number of tools at the teacher's disposal and are only used when they are the best tool for the job.

Technical

1. **How do we backup the data and apps on the device?** - Data on the device can be backed up via iTunes on a computer at home or via Apple's iCloud service over the Internet.
2. **How will it be protected from damage to and from school?** - Students must keep the iPad in its keyboard case which then should be placed in a water resistant bag and then placed inside the school bag. The school and parents will need to educate students on the care of the iPad to minimise damage.
3. **Will the battery last all day?** -In our experience the iPad has sufficient battery life that is more than adequate for a day's use in the classroom. There is an expectation that the iPad will be brought to school fully charged each day. There will not be charging facilities at school for your child's iPad.

