Personal Learning Device Proposal 2017 Presentation

14 September 2017   7pm   **Rosalie PS Library**

Present :

2017 Year 4 parents
2017 Year 4 teachers (Danica Pannekoek, Tracy Smart, Michael Webb)
History teacher /ICT committee member: Kellie Chatburn
Rosalie Primary School Administration: Principal Roslyn Kay, Deputy Principals Judith Gildersleeve, Linda Griffin
Board Chair: Craig Sharp
P&C Chair: Craig Donovan
RPS ICT patron: Bruce Dixon
Winthrop: Jeremy Hurst
Lenovo: Wayne

HANDOUTS :
Powerpoint notes – Personal Learning Device Project 2017-19 Parent Information Evening
CCEN Digital Technologies Curriculum Overview Document Year 4
Focus 2017

Handouts to come in 2017
The TDS Prototyoe of Zone_Genius will be part of parent orientation in 2017

Following is a summary of the presentation on Personal Learning Devices for Rosalie School.

WELCOME - Mrs Ros Kay, Principal

Ros introduced RPS ICT patron Bruce Dixon, staff involved and the recently contracted ICT support team from Winthrop Computers.

 The school has come a long way working through a complex situation in the best interest of our students. Ros acknowledged that there had been rumours and hoped that the presentation would alay these fears and gave a snapshot of the journey so far.

STAFF – Across an 18month period school staff have had robust discussions regarding the future of ICT and Rosalie's goals to ensure our students are able to take up their rightful places in society with the skills to support jobs in the future. It is the school's responsibility to prepare the students at foundation level and adhere to the state's priorities as set out in Directions for Schools Focus 2017 (handout)

BOARD – Members of the Board as reported in last year's newsletter have visited a myriad of schools including Penrhos, Dalkeith, St. Stephens as well as having meetings with staff from Subiaco PS and other network schools. These discussions and visits were to identify strengths and challenges with the implementation of Personal Learning Devices (PLD).

ICT PATRON – The leadership of the school recognised the need for learning, support and guidance and sought out the expertise of Bruce Dixon (1:1 Anywhere, Anytime Learning) . Ample information available on the internet regarding his work. Bruce has lectured and worked across 45

countries and is now mostly involved in philanthropic work. At Rosalie he has facilitated many staff development workshops to support our ICT pedagogy and shared vision process.

Naplan testing will happen online in the future and as a leading school trialling this, the feedback has been that our students are ready to embrace this capabilities platform. This was owing to the systematic preparation of our students by experienced teachers.

Before sharing our proposal this evening with the community we wanted to ensure that we got it right, that it was a worthwhile proposal and that we had good plans in place to minimise risk. The I-Pad Discovery Projects from PP – Grade 2 have been a taster and an opportunity to showcase to parents the opportunities available for learning at the Redefinition level of the SAMR model (see powerpoint).

In 2016 following the Governor's STEM(Science, Technology, Engineering, Maths) award the school was strongly encouraged to become a TDS (Teacher, Training & Development) school. ICT is embedded within the Capabilities of this initiative and interlinked with STEM.

HANDOUT : CCEN Digital Technologies Curriculum Overview Document Year 4, Directions 2017 – Director General – this document demonstrates what we are expected to cover and assess.

Winthrop Computers has supported the school in upgrading to the Standard Operating Environment (SOE4) so we are technically ready to embrace a 1:1 PLD in 2017 for the year 4's.

PRESENTATION – Michael Webb (RPS teacher)

See attached PowerPoint Personal Learning Device Project

These notes compliment some of the slides on Michael's presentation. Slides which are self-explanatory in the presentation have not been noted.

Page 2 slide 1 - The General Capabilities are integral to ACARA and sets out the aspirations for our students.

Page 2 slide 2 – STEAM (Science Technology Engineering Arts Mathematics)

Page 3 slide 1 – Stage 3 = Wednesday 14

   Slide 2 – reflects words of the Melbourne Declaration

Page 4 slide 1 – Naplan tests first two indicators, balance of Capabilities not well measured effectively thereby concluding that they are currently undervalued as objectives for our students. Rosalie PS goal is to improve and measure growth in these areas more effectively.

Page 5 Slide 1 – important to understand the difference

Slide 2 – The table demonstrates conclusive support for areas that RPS view as learning priorities – Maths and Science

Page 6 Slide 1 - Reference *Higgins.* MW emphasised technology cannot replace poor teaching.

Slide 2 – All factors are contextual dependent. No point doing 'same old'

Page 7 Slide 1 – The model refers to areas of niche experience, knowledge and the ideal position is the sweet spot in the middle

Page 9 Slide 1 – See Winthrop notes

Slide 2 – Financial Management – Rough allocation – Sustainability needs to be balanced against Equity therefore families who are unable to afford the proposal are encouraged to make an appointment with principal.

Page 10 Slide 1 - RPS will use technology to close the gap in certain situations

Page10 Slide 2 – RPS interested in giving particular focus to the Modification and Redefinition abilities of digital technology as indicated by the SAMR model. These are the zones where concepts are introduced and extended on a digital platform in a way that is currently not possible in textbook learning. Examples of activities represented by SAMR model were given. For example – Substitution- adding columns of figures; Augmentation graph of figures; Modification and Redefinition Coding measuring algorithms

Kelly Chatburn – Demonstrated interactive learning which integrated History, Social Studies, Mathematics - https://www.australianhistorymysteries.info/

P11. SAFETY

Question to community : How much time do you think is appropriate – Answers ranged between 10/20/8/5 hours per week.   The conclusion of this discussion was a rationale approach and it depended on the situation. Eg there were times eg Sports Carnivals, excursions etc where there'd be no use and on other occasions there may be intense project periods. A rational approach with the understanding that as students got older some tasks were more complex. School reiterated that flexibility was required and teachers would err on the side of caution as Rosalie always does.

The device was not about edutainment but clear purposeful assignments. A few comments regarding projects versus gaming followed.   Michael spoke about a staggered rollout to err on the side of caution.

The logistics of device to and from home is a conversation to be continued. Other school report no incidents, no targeting that they are aware of.

Parent commented that should wider community know there may be a security risk. Question regarding teacher governance of devices . Are teachers able to track the devices? Could there be virtual screen monitoring – yes and this was also much easier in a junior primary school. There will also be a sequence of cyber safety education for the students.

Parent - Will you roll this back if it is not successful?   Principal – *we would certainly review it.*

A few parents commented about not being keen on homework and devices as they may find it difficult to monitor exactly what has to be done.

Parent comment regarding the long term usage of wifi – there appears to be evidence that it can be disruptive to sleeping patterns. Current school physical structures do not consider the effects of wi-fi

on the human body. There are some proposals to change the use of technologies in Europe owing to these concerns. The school to consider how much exposure before it becomes disruptive to human moods. A word of caution in that as a society we are guinea pigs.

Michael acknowledged these concerns and indicated that is why exposure needs to be purposeful with clear expectations and accountability of time.

Comments regarding a study on behavioural/neurological effects. Full research has been hard to quantify. A meta-analysis of junior primary only would be ideal.

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We need to see improvement in key performance areas. The team would create a rubric for project based work in order to deliver on the aspirations we seek. Three teachers with experience in a range of areas will deliver these programs.

LENOVO (Wayne)

Wayne demonstrated and spoke about the **Lenovo Thinkpad Yoga 11e** specifications which included the following

- Spill resistant
- Rubber corner to minimise impact when dropped
- Gorilla strength screen
- Touch screen
- Mulit mode
- Stylus
- Tent
- Stand
- Supports Windows 10
- Pen

Bruce Dixon

20 Months ago Bruce started working in a voluntary capacity as a resource to the school. The leadership of the school invited Bruce to be the ICT patron and to mentor the staff and principal. He has no vested interest in the ultimate choices the school makes.   The patron's role has been to put the school staff through a rigorous self reflection as he has done with hundreds of schools over a 30 year period. The school has focussed on developmentally appropriate learning at developmentally appropriate stages. The Discovery Project for our early learners as an example . The school has visited a number of schools and specifically targeted environments that are held in high regard. Ongoing research and reference material has guided the school's choices.

QUESTIONS & ANSWERS

Question re handling of devices. BD Junior Primary students typically care for their devices more responsibly than secondary students. The usage policy will be based on the learning the school will take from other schools and our consultation with the parents involved. The policy documents

which are currently being drafted will clearly define what is acceptable in terms of usage, apps etc. There will be clear guidelines which have to be signed off by both student and parent.   There will be an orientation program for both parents and students.

Some comments re various articles, research , biased, lack thereof etc. BD commented that as a community it is important to be sensitive to always consider the place of balance in discussion. Reiterated Michael's point that poor teaching cannot be replaced with technology. BD stated that unlike many schools RPS had over the 18 month period created a pedagogical framework that considered minimum risk and sustainable practices. He encouraged the community to be confident of the staff and the school process in this journey. The school and he as patron are committed for all the right reasons and he felt passionate about public schools and each child being afforded equal opportunities for the future.

Question: Usage at home. Teacher and parent in a 1:1 relationship and would need to make cohesive decisions based on a clear agreement .

Answer: Principal – That would be no different to current homework agreements between parents and teachers. Families have commitments after hours some are in favour of homework and some aren't.

Question: How confident can parents feel that teachers are being supported?

Answer: Principal. The teachers went through a selection process with the school committing to training and ongoing support. We are all in this together not just the frontline teachers. We are 100% committed to the success of this and various personnel will be supporting in different ways from the sidelines. As well the teachers have been selected based on their particular skills (see slide 1 page 7). The school is investing in 20 Lenovo's for teachers .

Tracy – We will make a list of our needs and we have already had preliminary discussions and training with eg Envision maths digital learning. Winthrop is also available to support with practical issues. As teachers we are going to work on small chunks of learning and build upon that in a systematic and thorough way.

Question: What about our year 6's and other year levels?

Answer: More computers across the school will be available for other year levels and the devices being available for the selected year level means that we are more time efficient for a multitude of reasons.

Question: What is the selection process for applications being used.

Answer : Romony and Jeremy(Winthrop). Ideally the applications are well researched with evidence based outcomes. RD – at the beginning of 2015 RPS scrapped all edutainment from the I-Pads.

Linda - We recognise that some of our applications need updating and the P&C representative has given the School Board this feedback.

Question – If we are limiting the use of the devices, can the devices be used for other students

Answer –This is about a Personal Learning Device being readily available and personal. It's an ideas machine which needs to be a personal device and not overlooked for this capability in the early stages. The value of Anywhere Anytime is ready accessibility in the context of learning with flexibility of time.

Question – Is there a way to solve the sibling problem – one has the device another doesn't – like a buddy system

Can we ensure some compensation for those not accessing the devices?

Answer – Difficult to share. Each cohort has its own privileges. RPS not interested in poor use of media. Our use of ICT is part of our innovation in STEAM, ICT being an integral component of this, we are interested in using the devices across each element of the SAMR model but most particularly in the Modification and Redefinition areas; doing things with a complexity not previously available.

*Parent Statement – Thank you for the information. Students think with the medium. Referenced some worthy reading *Henry Jenkins (MIT) Ideas that Matter *Danny Hills Patent in Stone – intellectual Laboratory of Ideas.*

Question – Is it worthwhile to set up a RPS social media group to engage parents in ongoing discussion.

Answer - Would caution social groups that share articles as you may find yourself fielding information that you cannot guarantee the accuracy of and the school would not like that to be under its banner. What the school would encourage is that parents respond to our open invitation to see our learning in action. As well there will be a volunteer schedule for parents to engage with STEAM initiatives in 2017. The school encourages you to become part of that. This is a learning journey for parents as well and we encourage you to actively partake. Early in 2017 there will be a register to indicate your interest in participating and mentoring because RPS has a very talented and well qualified community.

Winthrop. This is a generation of digital literacy and that can be very difficult for us as parents . We work with a lot of schools and I can assure you this is a very well considered program. Winthrop are integrators and support the SOE4 platform. In terms of technical support , from log on time we offer a 24 hour turnaround time and there will be extra machines available for the student to use should their device be in for service. Our stats indicate very low need for repair, usually small items which we're able to fix on site.

Question – How will you measure the general capabilities which are more discrete?

Answer – We will contextualise the capabilities that we want to measure in rubrics and it will rely on teacher judgement for many of the capabilities we're addressing in the STEAM context . At RPS we are broadening the assessment criteria in the context for behaviours and key deliveries. We can demonstrate many capabilities without technology but this opens up a new modality of thinking for our students. Information Computer Technology (ICT) opens new modalities for allowing students to make visible their creativity, thinking, collaboration and communication.

TS. We currently run Genius Hour and the students use digital technology as a component of this but not necessarily all of it. For example they have a choice when doing mindmapping, research, and the presentation to the class.

Our students are required to build upon their existing repertoire of multimodal presentations to support contemporary ways of thinking and creating.

Our methodology for tracking are rubrics contextualised within the projects. Qualitative teacher judgements based on behaviours of the process of learning, not exclusively the product. The metalanguage of cooperative learning and student reflective practice is part of the initiative. These practices are already embedded in their current learning but we want to increase our measurement of this growth.

Question P&C President- Great to hear and know about the considered approach. There have been some concerns regarding the public beyond this group being addressed as well concerns regarding the logistical storage. As well is this the true unit cost?   Please clarify if the financial commitment is just for 2017 or spread across 3 years.

Answer – The information will appear on our webpage as soon as we have the time to type up the notes. Most likely by Monday. The payment is staggered across three years and the device goes with the student. Example: a student designed a gearbox in digital mode and then create the physical representation with Lego.

Question: Will we restrict access to Social Media.

Answer: Yes depending what that social media is. If it's Connect which is a Department of Education site by example, that would be acceptable.

End of questions from presentation.

Ros closed meeting and gave parents a sign on slip to partake in the 2017 initiative and indicated that the notes from the meeting will be on the website by Monday evening latest. The community were encouraged to put further questions in writing and send it to the Rosalie PS address or directly to Ros. Feedback would also be good.

http://www.acara.edu.au/curriculum/general-capabilities

http://www.scsa.wa.edu.au/

http://www.det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/strategic-documents/focus-2017.en?cat-id=3457058