St Benedicts One to One iPad Parent/Child Meeting

Wednesday October 26th 2016
How we got here

2015

- ICT committee met with CEO representatives to discuss hardware options
- Students currently working with 6-8 iPads in each room
- 1:2 mobile environment for upper grades (Year 5 and 6)
- Teachers wanted to be more proficient with their integration of technology and participate in one on one, small group and whole staff PD

2016

- Highly successful implementation of a 1:1 environment for Year 4 students.
Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change
A day in the life of a student in the 1:1 program

Siân Lewis
Collaboration

Allows all students to work simultaneously on a group project that is hosted by GAFE (Google Apps for Education).

Example: Waterless Garden

Students worked in groups of 7-8 students to create A Waterless Garden in the upper primary playground.

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<tr>
<th>Without 1:1</th>
<th>With 1:1</th>
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<tr>
<td>Students investigated examples of vertical gardens. Each group was allocated with 2 iPads.</td>
<td>Students would research examples on their own device and share their thoughts on GAFE. Every student would have access to each others findings within the group.</td>
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</table>
Informed Teaching Strategies

- Allows the teacher to use I.T. to complement teaching strategies, that require all students to answer questions at the same time.
- Will enable the teacher to identify which students have understood the content and are ready to move on or who require additional support.

**Example: Minutes passed**

Students were required calculate how many minutes had passed when comparing two clocks.

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<td>After a revision lesson about time students were required to calculate how many minutes had passed. Students were required to complete an informal assessment activity (pre-assessment)</td>
<td>Students would complete an online quiz asking a sequence of questions to assess students knowledge and skills (pre-assessment)</td>
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Management of Digital Work

Much of the curriculum requires students to produce work in digital format. Students will be able to store, manage and be held accountable for their work.

Example: History

Students are currently working to create a document on the application Pic Collage, which demonstrated their knowledge of what life was like for the convicts of the First Fleet convicts.

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| • Students work can be misplaced or deleted accidentally. | • Students will be accountable for their own work.  
  • Students will not loose precious learning time trying to find work. |
Links Between Home and School

Information that is communicated to students will also be visible to parents.

For examples:

- Current learning content
- Learning resources (worksheets, information, examples etc)
- Up coming assessments
- Homework expectations

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<tr>
<td>• Current learning intentions displayed through classroom displays,</td>
<td>• Learning resources provided online to support homework.</td>
</tr>
<tr>
<td>• Learning resources provided in class</td>
<td>• Progress files include paper copies and video clips or digital assessments.</td>
</tr>
<tr>
<td>• Progress files of work on paper communicated on paper</td>
<td>• Homework communicated on Google Classroom for parents to view on a weekly basis.</td>
</tr>
<tr>
<td>• Homework communicated through parent information sessions and in student diaries</td>
<td></td>
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The World is at their Finger Tips

Students can access a wide variety of material when ever required. Some examples might include:

- Google
- SKYPING and viewing expert explanations
- Consulting maps
- Researching terms

Example: Some resources available to students

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<tbody>
<tr>
<td>• Fiction/non-fiction books</td>
<td>• Thousands of digital books</td>
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<tr>
<td>• 15 dictionaries, 15 thesauruses, 10 maths dictionaries</td>
<td>• Digital copies of dictionaries, thesauruses and math dictionaries per student</td>
</tr>
<tr>
<td>• Atlas</td>
<td>• Ability to research the meaning of terms not available in a dictionary.</td>
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<tr>
<td></td>
<td>• Google maps which can be viewed in a variety of different manners and give extensive information</td>
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<tr>
<td></td>
<td>• Communication resources such as SKYPE where students can communicate with an expert</td>
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iPad Specs and Set Up Document and FAQ booklet

iPad specifications

- Recommended Spec: iPad Air 2 128gb
- Minimum Spec: iPad Air 2 64gb
- WIFI Only (Wifi + Celluar is accepted, the sim will need to be removed during school hours)

Set up Document

- This is an initial document with a basic set up for school use. If this set up changes we will contact you directly.
How to Download Apps...

- We have a dedicated website designed to make it easy to download all the recommended apps for the year.
- http://stbenedictsipad.weebly.com/
- Treat this list as an “applist” just like a booklist.
- Over the year this list may be added to, the total cost of app purchases will not exceed $50 for the year.
- You can find the link to our app website on the ICT program page on our school website.
Policy documents

- iPad Parent/Student agreement and Code of Conduct policy
- Please take home to read and discuss these with your children.
- Personal responsibility for students devices is a major aspect of the 1:1 program.
- These documents highlight our expectations as a community when utilising these devices.
Home agreement
Andrew Fonseca

- Setting up clear expectations of home use regarding the iPad is a positive step in utilising the device correctly.
- Please spend some time with your child to highlight your own ‘Home Contract’ for using the iPad.
Questions??