

1:1 iPad Program 2022

Information Session
18th November 2021

Acknowledgment of Country



Welcome and thanks for coming

- ▶ Daryl Trigg

Core Pillars...

Core Propositions

Connected to our **local** communities

We are a socially and culturally inclusive school that highly values communication and interpersonal relationships

We place strong emphasis on partnering with families in the education of the children within our care

Located in the heart of Gawler we have a reputation for providing specialist primary education for over 30 years

Connected to **global** communities

Utilising the International Baccalaureate PYP programme and modern pedagogical / collaborative practices, Immanuel students explore their place in the world as global citizens

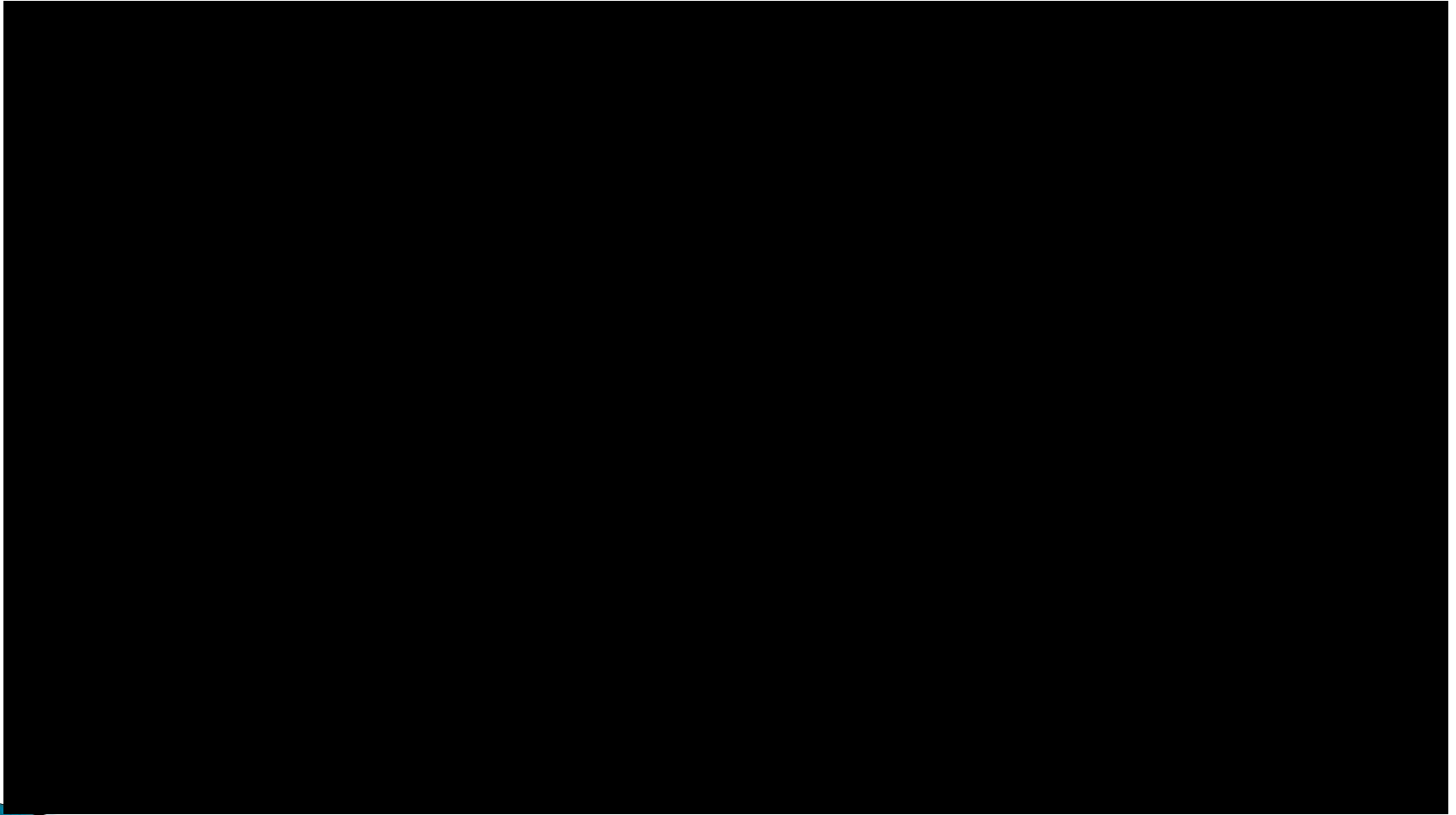
Our school is committed to a holistic and individualised approach to learning in a technology rich environment

Connected to our God

We are a community in which people connect with each other and with God.

Our school is Christ centred, aiming to build good citizenship through service/action and being good stewards of God's creation

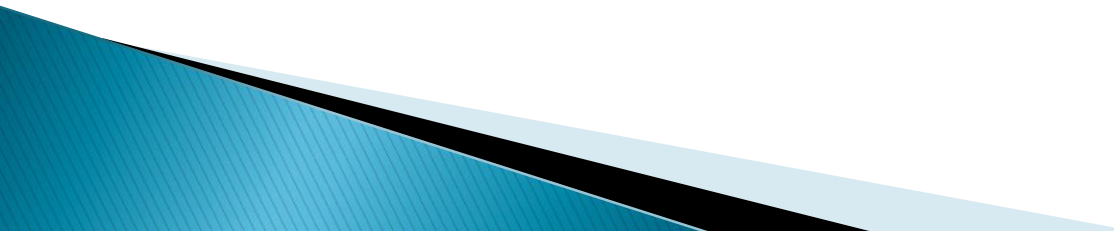
So what does that look like in action?



What does this look like in devices?

Yr 3s in 2022 – a school owned and paid for device allocated to each Yr 3 with their own individual log in. Does not go home generally. Not the same iPad that they have in Yr 4.

Yr 4s in 2022 – a school owned device (until the student leaves) and paid for by parents with their own individual log on. Generally goes home each night.



The Big Question!

What are you doing and why?

“The world doesn’t care what kids know, it cares about what they can do with what they know....”

NOT CONTENT!

- ▶ Creativity
- ▶ Problem Solving
- ▶ Collaboration



The changing world of work

Andrew Boesch

- ▶ Foundation for Young Australians –
 - Ongoing research since 2015 into trends in work affecting young Australians
- ▶ Three global forces affecting the way we work
 - **Automation** – 90% of jobs requiring digital literacy
 - **Globalisation** – 11% of jobs outsourced overseas
 - **Flexibility** – 30% of workforce in flexible work (part-time, casual, self-employed, gig)
- ▶ Based on research, predicted important skills and capabilities for workers by 2030

Future work skills

By 2030 what we do in every job will change

There will be



A reduction in
the need for workers to complete
routine, manual tasks



An increase in
the time workers spend focusing on
people, solving strategic problems
and thinking creatively

**The change in work means young people will need to be
equipped with the New Work Smarts**

Foundation for Young
Australians, *The New Work
Smarts*, 2017

In 2030 the New
'Work Smarts' will be:

The education system needs to
prepare today's young people for the
New Work Smarts in 2030:

Smart Learning

Smart Thinking

Smart Doing

Importance of key skills:

- Problem solving
- Creativity
- Collaboration
- Communication
- Thinking

Workers will spend...



30%

more time
learning on the job

Workers will spend...



Almost **100%**
more time at work
solving problems



41% more time
on critical thinking
and judgment



77% more time
using science and
mathematics skills



17% more time per
week using verbal
communication and
interpersonal skills

Workers will use...

Workers will need to
develop an entrepreneurial
mindset due to



26% less
management



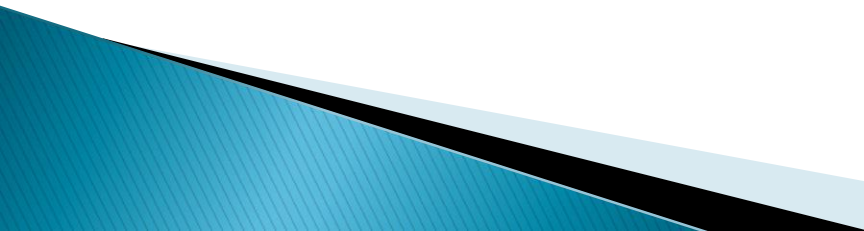
14% less
organisational
coordination



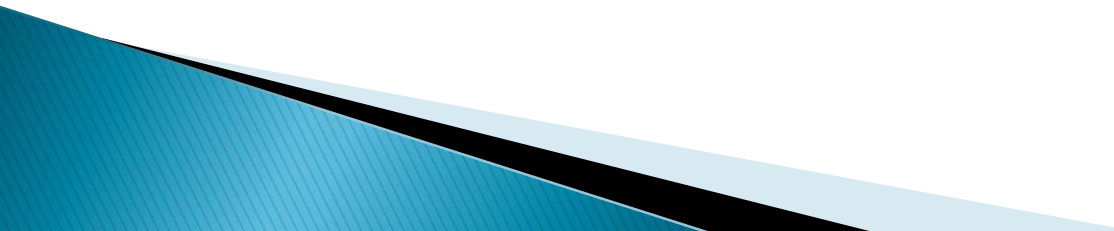
10% less
teaching

The future of education and skills

OECD Report – 2030 Project

- ▶ Need to apply knowledge in unknown and evolving circumstances
 - ▶ Students will need broad range of skills
 - Cognitive and meta-cognitive skills (e.g. critical thinking, creative thinking, learning to learn, self-regulation)
 - Social and emotional skills (e.g. empathy, self-efficacy, collaboration, communication)
 - Practical and physical skills (e.g. using new information and communication technology devices)
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Impact of COVID-19

- ▶ Fast-tracked many of these trends
 - ▶ Disruption to in-person interactions
 - ▶ Online learning and increased use of online platforms and communication in schools
 - ▶ Increased use of online learning in higher education
 - ▶ Significant increase in number of tasks, interactions and collaborations conducted online
 - ▶ Highlighted need for ICT skills and accessibility of learning and communications technologies
- 



THE IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

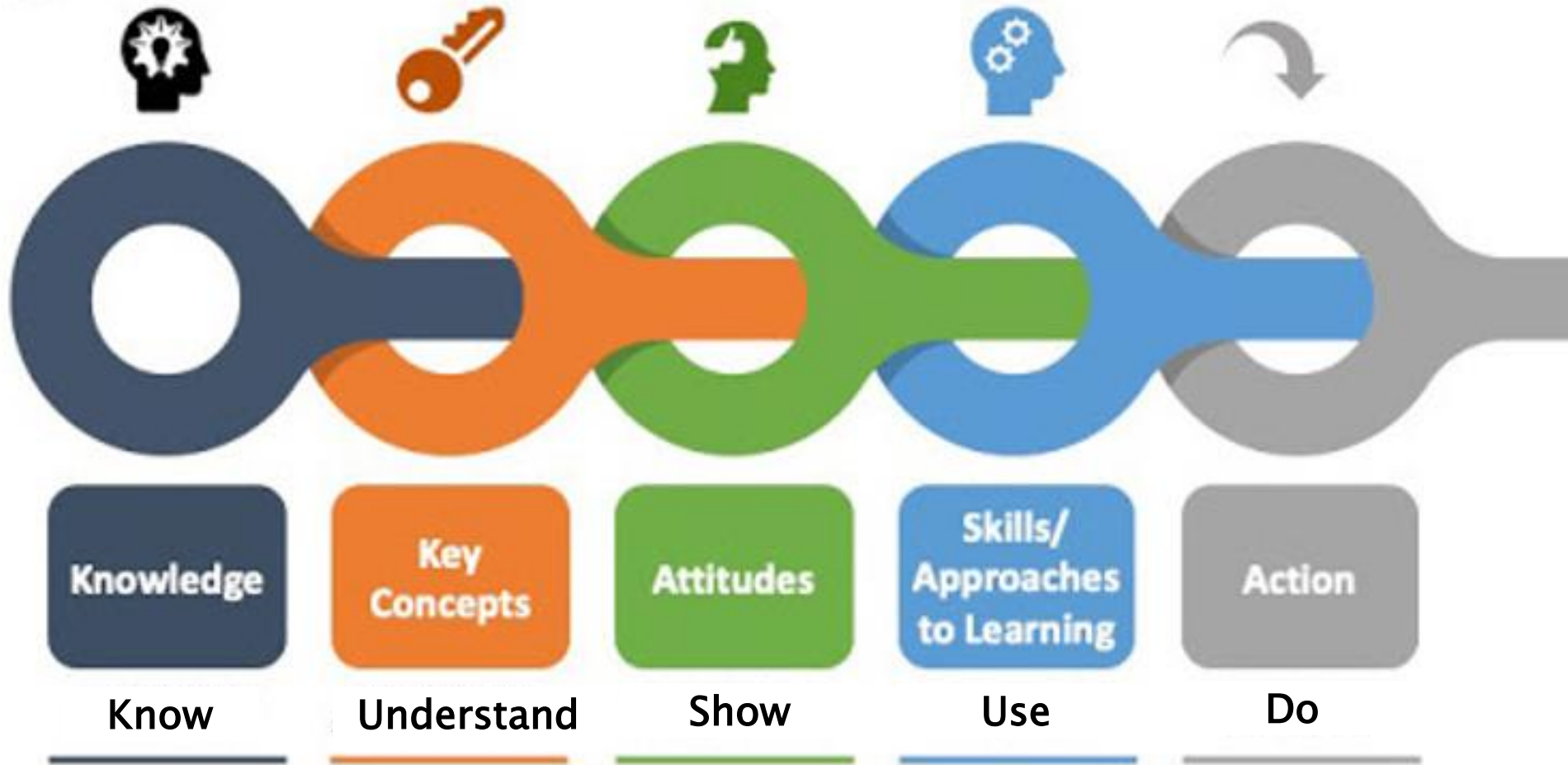
The IB Learner Profile



Looking beyond content



The PYP Essential Elements



How will our use of technology help prepare our students for success in a changing world?

- ▶ Understanding technology
- ▶ Working flexibly, connecting globally, in an automated world
- ▶ Communicate, collaborate, create and solve problems



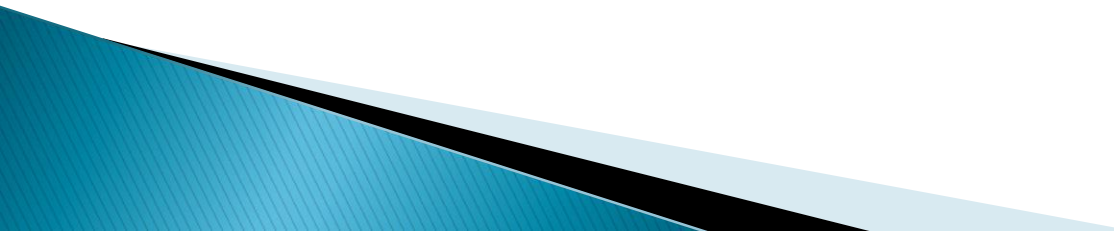
ICT at Immanuel – background

Simon Wundersitz

UP UNTIL 2019...

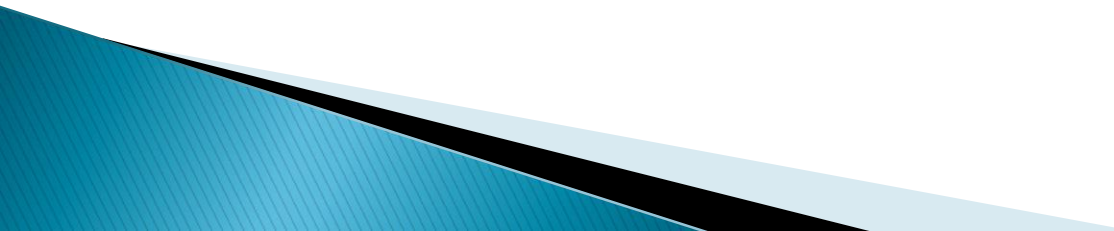
- ▶ Laptop and iPad use
 - Shared banks of laptops and iPads
 - Issues with student access
 - Issues with age and reliability of some devices
- ▶ ICT Levy
 - Year 6 and 7 families
 - \$860 over 2 years
- ▶ Issues addressed to support 1:1
 - We brought in a dedicated fibre
 - Increased wifi points

From 2019 on... The Model

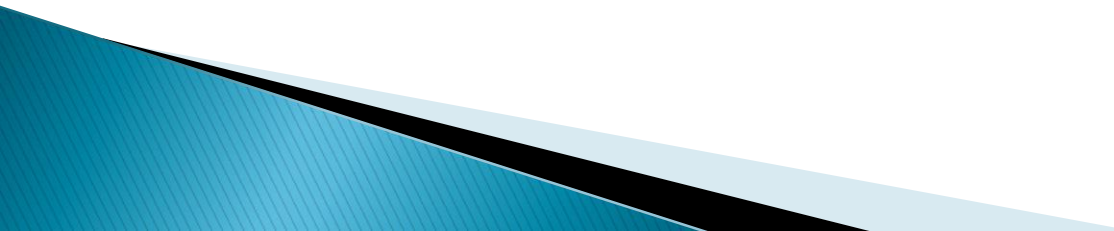
- ▶ Reduction of ICT Levy to
 - \$45 per term / \$180 per year
 - Maximum total cost of \$540
 - ▶ Provision of 1:1 iPads
 - ▶ Flexibility based on year level and situation
- 

Why iPads?

Richie Cochrane

- ▶ Apple experience and expertise in education
 - Tailored solutions for schools
 - Support and ongoing development
 - Management and security of devices
 - ▶ Ease of use
 - Intuitive and user friendly
 - Child friendly
 - Reliability and requiring minimal technical support
 - ▶ Ease of transition
 - Already being used as part of the learning program
 - Students and teachers already familiar with them
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Other information...

- ▶ Haven't got rid of books and handwriting
 - ▶ Greater student access – efficiencies
 - ▶ Use of iPads for learning at home
 - ▶ Greater staff flexibility in planning and delivering learning
 - Seesaw for example
 - ▶ Hasn't replaced other forms of learning
 - ▶ Varying levels of tech integration
 - SAMR model
- 

R

REDEFINITION

Technology allows for the creation of new tasks, previously inconceivable

M

MODIFICATION

Technology allows for significant task redesign

A

AUGMENTATION

Technology acts as a direct substitute, with functional improvement

S

SUBSTITUTION

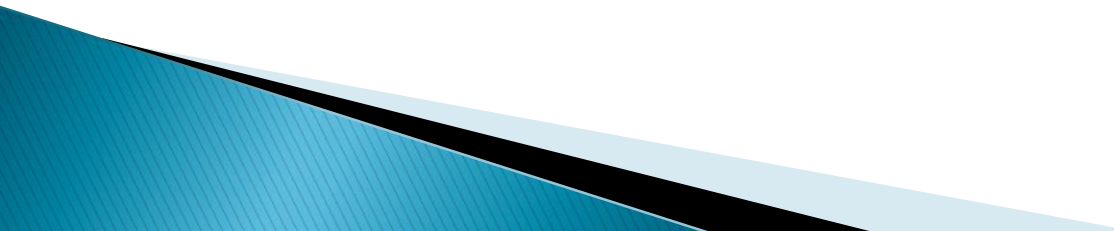
Technology acts as a direct substitute, with no functional change

TRANSFORMATION

ENHANCEMENT


How have iPads been used?

Focus on using technology as a tool for:

- ▶ Engagement in learning experiences
 - ▶ Real world learning
 - ▶ Problem solving
 - ▶ Creativity, especially in HOW students can demonstrate their learning and understanding
 - ▶ Collaboration
 - ▶ Differentiation and individualised learning
- 

Keeping students safe

Daryl Trigg

- ▶ School filtering
 - ▶ Apple Classroom
 - ▶ School approved apps only
 - ▶ Screen Time – ability to shut the device down at 8.30pm
 - ▶ Not sent home until some behaviours and competencies have been demonstrated
 - ▶ Home responsibilities – not deleting history, internet access at home
 - ▶ Breaking them?
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Cyber Safety...

Think you know?

What are the issues that we see crop up the most?

- Parents 'venting' on line....

- Kids accessing apps that are not within their age range...

- Kids sledging on line...

BOOT CAMP!



Cyber safety...

What can you do?

Consider the influences you want your kids to have....

Be across their access...share, track and monitor.

Understand that once it's posted, it stays...

Help your children to understand this...



Preparing for the program – Teachers

Andrew Boesch


- ▶ Purchase of classroom iPads in Years 4–6 for use by teachers
- ▶ Training of teachers
 - Staff completion of Apple Teacher certification
 - Collaboration and sharing of ideas
- ▶ Staff collaboration on iPad policy
 - Common understanding about purpose of iPads
 - Common understanding about purpose of apps
 - Common understanding about how iPads are used in the classroom

Preparing for the program – Students

- ▶ Greater responsibility for device
- ▶ Greater accountability with usage
- ▶ Use of Apple management systems
- ▶ Apple classroom and engaging with students
- ▶ Use of JAMF schools
 - Setting up lessons and scaffolding searches
- ▶ iPad usage agreement
- ▶ iPad boot camp
 - Begins Week 1

Partnership with parents and caregivers

Simon Wundersitz

- ▶ iPads are a learning tool
 - ▶ To be used at home as a learning tool
 - ▶ School support with user agreement and guidelines/essential agreements for home use
 - ▶ Won't be apps on iPads which aren't approved by school
 - ▶ Please talk to us if there are issues
 - ▶ Please feel free to provide any other feedback
- 

Protocols

- ▶ Ownership of devices
 - Owned by school until enrolment ceases
 - School to manage devices and content/apps
- ▶ iPad covers
 - Provided by school
- ▶ Breakages
 - School will cover reasonable breakages in first instance (not generally after this)
- ▶ Use of iPads in school grounds
- ▶ Use of iPads on buses and at school camps
- ▶ Air-dropping of photos/files
- ▶ These items will be addressed in Boot Camp
- ▶ Consequences for misuse
 - iPad won't be taken away but there will be greater restriction

Moving Forward

- ▶ An exciting initiative
- ▶ Greatly improved opportunities for students
- ▶ A better deal for parents/caregivers
- ▶ Positive start to the program in 2019–21
- ▶ Will continue to review and make improvements

We are committed to working with you to ensure the success of the program



Any questions?

Feel free to email them in, phone or speak
with one of us at any time.