



2021 - Alger Shared iPad Program

Alger Primary School is a Shared iPad School. This means that we use iPads for learning in every classroom in a combination of Bring Your Own Devices (> 85%) and shared iPads provided by the school for students (< 15%). There is an expectation that all students enrolling at Alger State School will provide a BYO iPad and the school will provide loan iPads for students to share when this cannot occur. School loaned iPads cannot be taken home. It is our experience that the best learning occurs for personally owned iPads and not shared devices.



One of the benefits of mobile devices is that they enable learning anywhere, anytime. This allows a shift away from the industrial era model where the classroom is the central place of learning driven by the teacher and limited to instruction within the school day. In deploying mobile devices, the teacher is no longer at the centre of the learning process and the instructional time can transcend the school day. (Goodwin, 2012). Alger has witnessed a surge in the learning undertaken at home by students in iPad classes. A discourse founded in the United States Of

America, entitled 'Flipped Learning' explores the use of mobile devices for undertaking home tasks for learning and school time becomes a reflection of this work and engagement in higher ordering thinking tasks. Many of our classes using iPads are exploring the 'Flipped Learning' space.

The use of iPads increases student motivation and engagement. (Dept. of Education & Early Childhood Development, 2011). Students use iPads to explore areas of personal interest, research, collate their findings and create their own digital multimedia reports. Some research indicates up to 90% approval ratings by students when asked if of iPads made their learning more interesting and enjoyable. It has been our experience at Alger that our students love using iPads as tools for learning. They are more excited about their learning, are easily motivated to delve into deep learning using their iPad and are fully engaged in their learning tasks.

*'The iPad helps me concentrate because it's far more fun than a pen and paper.'
'It helps me learn because I'm more excited to use the iPad and I focus better when I'm on the iPad.'*

'The iPad helps me learn because it actually makes me want to learn, which helps me get into it.'

Students, cited by (Dept. of Education & Early Childhood Development, 2011)

Another benefit of iPads is that they promote collaborative learning. (Diemer et al., 2012) Collaborative learning helps students develop skills that have a long term benefit and are feature of 21st Century classrooms as they prepare students for workplaces that involve teamwork, negotiation and collaboration. Studies observing student behaviours indicate that students using iPads are more in sync with their peers than students not using iPads.



iPad-equipped students worked at the same pace as one another and shared their screens to help one another solve tough problems. (Diemer et al., 2012). This is easily observed in all classes at Alger State School where students readily work together to solve problems, share their work and ideate new concepts together.

The use of iPads also enhances communication between students (Habler et al., 2015). Student discussion within and beyond the classroom about their learning is always productive and stimulates higher order thinking and reasoning. Student work that is produced at school is easily shared across Bluetooth equipped devices like other iPads, PCs and interactive whiteboards. The school is also exploring safe social media applications designed for students to share their work with 'SeeSaw' and have had significant success with students sharing their work with other students that can be accessed at any time. Students use their iPads to clearly articulate their learning. These recordings give teachers perspectives of their learning that were hitherto unavailable to them.

Another advantage of iPads is that there are a number of educational game-based Apps that support aspects of the Australian Curriculum. The provision of instant feedback, an element of competition and the ability to prescribe different levels within games-based Apps, appeals to both students and teachers. In a sense, the iPad can become a 'second teacher' in the classroom to support students' learning. (Goodwin, 2012) While computers have served this purpose in the past, the mobility and speed of access of the iPads is far superior to traditional PCs.



A substantial feature of iPads is the ability for teachers to tailor the learning tasks to suit their students. The ability to differentiate for students and cater for individual learning needs and preferences makes the iPads truly personal. Many of the instructional Apps track student levels. Open-ended Apps like 'Book Creator' allows students of all abilities to express themselves at their own level. The predictive text function supports students to learn spelling and the choices involved in all of the Apps to scaffold and compensate for students' emerging skills give

a strong sense of student ownership of learning.

The iPad gives students greater control of their learning. (Dept. of Education & Early Childhood Development, 2011). Student voice and student choice is well backed by research for effective learning and the iPad allows students to personalise their learning through the setup of their device, the features they will use in their Apps, and the choice of Apps to serve their purposes. Coined, 'App Smashing', students at Alger State School typically choose several Apps both simultaneously and consecutively to achieve their goals. The previous practice of teaching students how to use single purpose Apps like 'Powerpoint' or 'Word' is no longer relevant as students select the best App for them amongst the ever-developing plethora of Apps available.



Using iPads changes the way teachers teach and students learn. Schools report that academic performance is improving with iPad use. (Apple, 2016) Five years after implementing their one to one iPad program, Montlieu Academy of Technology, North Carolina, reported growth in test scores in all core subjects. They improved their academic achievement by 44.9% in reading and over 55% in maths and science. All classrooms at Valencia Park Elementary School, California have implemented a one to one iPad learning program and they have been recognised as one of the top performers in their state. Students gained a reading fluency rate by 4.6 words per minute in Year 2.

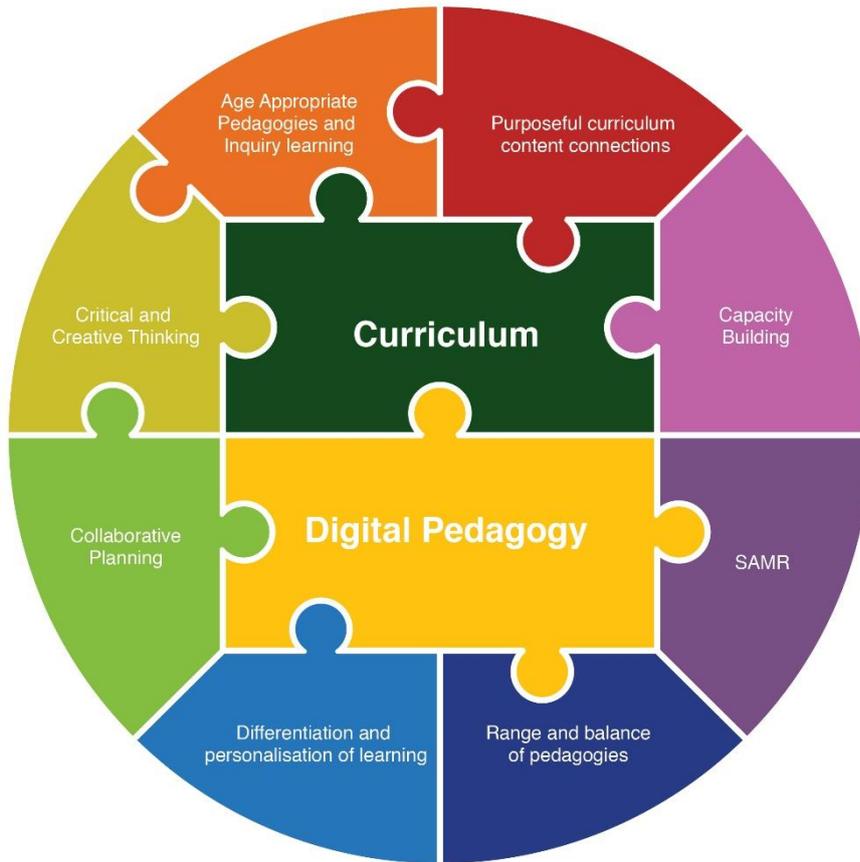
At Alger Primary School, our NAPLAN results from 2017 to 2019 reflect an increasing number of our students achieving in the upper two bands for literacy and numeracy since the introduction of iPad classes across our entire school. That's a lot more students with As and Bs for their learning.

Our society is changing quickly. Technology is at the forefront of change within workplaces as it permeates all spheres of employment. Automation, robotics, coding, drones etc are all impacting on future work options for students. The age of personal devices is amongst us with most adults using a mobile smart phone for work and play. The Qld Police Service, for example, now use iPads to improve their services to the community and respond to emergency situations. The devices allow them to be incredibly informed and more prepared for what they may face. The QAS now uses iPads to support clients to learn first aid with iPad connected mannequins to show compression depth, frequency and lung inflation levels. Industry and Business are increasingly using mobile devices to connect with their staff and their clients. Our farmers use mobile devices to measure their soil moisture levels, rainfall, insect infestations and more. Education needs to adapt to this changing world. Most adults now use a smart phone as their major source of connecting with others. The use of iPads for learning is a great way for us to prepare our students for this future.



Distinguished School

In 2019, Apple Education, acknowledged Alger State School for its creative and innovative approach for the use of digital pedagogies to promote teaching and learning by naming it an Apple Distinguished School. This privileged honour only belongs to 10 schools in Queensland, 50 across Australia and New Zealand and around 380 in nearly 40 countries across the globe. Your local state school is very proud to lead the way in this area.



Alger State School has also strongly embedded the use of digital technologies into all aspects of its curriculum.

The school adapts the Australian Curriculum to meet the needs of our students and the various forms are in the adjacent diagram.

Our curriculum is also agile enough to accommodate the changing needs of society and our students. This can only be done with access to digital devices for our students.