

Algester Shared iPad Program 2019

Algester 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 (around 85%) and shared devices provided by the school by students (around 15%). There is an expectation that all students enrolling in Prep from 2019 will provide a device and the school will provide devices for students to share when this cannot occur. It is our experience that the best learning occurs for personally owned devices and not shared devices. Shared school devices cannot be taken home.



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). Algester 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 of iPads by students when asked if it made their learning more interesting and enjoyable. It has been our experience at Algester 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 devices 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.

The 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 can be easily observed in the classes that use iPads at Algester 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 like 'See-Saw' and we have had significant success with students sharing their work with other students that can be accessed at any time. Students use their devices 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 instructive education game-based applications that support aspects of the National 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 device 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 of teachers to tailor the learning tasks to suit the student. This ability to differentiate for students and cater for individual learning needs and preferences makes the devices truly personal. Many of the instructional Apps track student levels. The open ended Apps like 'Book Creator' allow children of all levels to express themselves at their own level. The predictive text function supports student 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 in classes that use iPads at Algester 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 Algester Primary School, our NAPLAN results for 2017 and 2018 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.

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. Education needs to adapt to this changing world. The use of iPads for learning is a great way for us to prepare our students for this future.



Vision for Digital Technologies @ Algester Primary School

As technology continues to change, so do the modes in which we work, play and learn.

Our vision is to develop student's knowledge and digital skills they will require for the 21st century workforce to become:

- ✓ Critical creative thinkers
- ✓ Collaborators
- ✓ Problem solvers

There are 7 interconnected elements that make up our vision: Future Society; Learner Centred Voice and Choice; Increased Engagement and Motivation; Improved Student Learning Outcomes; Collaboration; Learning Taking Place Anywhere, Anytime and; Developing and Maturing as Digital Citizens.

iPads and the Curriculum

Shared iPad classes will use their iPads in a way that considers learning requirements, health and safety each day. They will be used as one of many tools for learning. Students will still require school books and pencils according to their booklist. Learning is personalised for each student across a balanced curriculum.

The use of an iPad has not replaced the fundamental early year's experiences that children require to develop fine, gross motor and social skills. With our balanced curriculum, iPads provide an important tool for teachers to provide 21st century learning experiences, giving added voice and choice for a learner-centred teaching approach

Apps

Parents/Carers will need an Apple ID to enrol in our iTunes U course to follow each post to purchase all Core Apps and Year Level specific Apps at home. Family Sharing enables Apps to be shared between family members and do not need to be purchased more than once to keep the cost to a minimum. You may load other apps on the iPad for use at home to be kept in a folder labelled "Home" as long as there is a minimum of 24Gb available for school use.

iPad Purchasing – Family Funded Program

Apple offers special iPad pricing for students attending our school. This special pricing is available for purchases made at Apple Stores, through our school's customised online store <http://apple.co/2rNp9BI> or via the Apple contact centre. If you are purchasing in-store or over the phone just let the Store know our school's name; Algester State School. Finance options are also available for purchases if you are purchasing at an Apple Store or online. You can also visit your local Apple Store, or call 133-622 to purchase through our contact centre. To find your local Apple store visit www.apple.com/au/retail. Some retailers may be able to offer you a payment plan.

Insurance

Parents are encouraged to provide personal insurance for their devices. Check with your preferred insurance company about personal insurance at home and to and from school for your iPad. You may want to investigate an extended Apple Care+ for iPad. For more information, visit <http://www.apple.com/au/support/products/ipad.html>

Transporting From Home To School

In transit, all iPads must be in a protective case inside their school bag. Water bottles should not be carried in same section.

- iPads travel to school every day in a secure and safe manner
- In a sturdy iPad case
- Zipped in school bag or iPad carry bag
- iPads are not to be used before school, after school, whilst on school property (this includes no use at Before/After School Care).

During the Day

- iPads will be stored in the classroom whilst not in use.
- Each student must adhere to the Classroom iPad Rules
- iPads come to school charged. Charger should not come to school.
- Students involved in extra-curricular clubs that require iPad access will be granted access under teacher supervision.

General Care of the iPad

General Precautions

- Food or drink should not be next to your iPad when in use.
- Cords, cables, and removable storage must be inserted into, and removed from the iPad carefully.

Screen Care

The screen can be damaged if subjected to rough treatment. They are particularly susceptible to damage from excessive pressure and can be costly to repair.

- Do not lean on the top of the iPad.
- Do not place anything near the iPad that could put pressure on the screen.
- Do not place anything in the carry case that will press against the cover.
- Regularly clean the screen with a soft, dry cloth or anti-static cloth.

Battery Maintenance

The battery life of portable devices is improving as technological enhancements are made. To get the most out of the battery life of the iPads, follow these simple tips:

- Reduce the screen brightness to a comfortable level
- Disable connectivity such as WiFi and Bluetooth when not in use
- Lock the iPad screen when not in use
- Close all running Apps when not in use

Other Privately Owned Devices

Only Apple iPads will be able to be used in the Shared iPad Program. Algester State School will not sanction any other privately owned devices connecting to the school network. This exclusion includes all other private iPads, and mobile devices. The policy has been enacted to prevent exposure of the school network to security risks.