Dalyellup Primary School
1:1 iPad Program

Year 4, 5 & 6 in 2014 INFORMATION BOOKLET

Our School ICT Vision

Dalyellup Primary School endeavours to provide all staff and students with the skills, tools and mind set to achieve success in a rapidly changing technological and information rich world. We aim to develop our staff, students and parents into responsible digital citizens who are able to interact collaboratively as members of the connected global community. By integrating information and communication technologies into all areas of the Australian Curriculum we aim to provide powerful and effective tools to engage students, empower teachers and involve parents in developing lifelong learners.
Introduction – Where are we coming from?

When students were succeeding in school with no technology, we were also living in a world with little technology, and preparing students for life in a world where technology wasn't a part of their daily lives.

The world is not the same as it was 15, 10, 5, even 1 year ago. This is a fact. The digital world in which our children exist is changing the way children think. Their brains are being altered by the audiovisual and interactive experiences provided by the digital tools they are exposed to from birth. Our children and our students are actually neurologically wired differently than our generation. (Small and Vorgon, 2008). Their cognitive structures process information in a parallel or simultaneous manner, not sequential like ours. This has been confirmed by research.

It is our job as educators to prepare our students to succeed in the world as it is (will be) the best we can. Here at Dalyellup Primary we began to research the benefits of iPads as our technology of choice in mid 2012. This research has involved references to national and international iPad studies, visits to other schools that have been successfully implementing iPad programs, and access to and guidance from ICT Learning Technologies consultants at the Department of Education.

As with any change to education, it is inherently accepted that primarily our parents, students and teachers need to be supportive of the 1:1 iPad program for it to be successfully implemented.

Our beliefs

At Dalyellup Primary School we believe that:

- All students can learn, and do so in a variety of ways.

- Meaningful educational technology integration is an essential element to learning in the 21st century.

- Effective teacher up-skilling is important in raising competencies for all educators, students and parents.

- Technology is a tool that is one part of a quality learning process. Other effective pedagogical strategies need to work in conjunction with technology.

- iPads are neither a substitute nor a replacement for tools we are already using; they are a tool that can be used when they allow for outcomes to be achieved in ways not previously possible.

Why should we include technology in the education of our
children?

Reason 1. Expansion of time and place:

• Technology is no substitute for an inspiring teacher. However, on-line materials are far more available. Twenty times more.
• Bottom line: information technology allows learning anywhere, anytime, opening up learning opportunities beyond the four walls of the classroom.

Reason 2. Depth of Understanding:

• Interactive simulations and illustrations can produce a much greater depth of understanding of a concept.
• When virtual manipulatives are used in a classroom setting they can go far beyond chalk and talk.
• Using an iPad and a program such as Reflector, the teacher can conduct onscreen investigations and demonstrate concepts far more easily than with just words and arm-waving.
• Because the students have access to the same tools over the web, they can reinforce the ideas by experimenting with the simulations themselves, anytime, anywhere.

Reason 3. Learning vs. Teaching

• Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that require them to learn (pull) the necessary material themselves. Key to this is the ability to get the information they need any time anywhere, without being in the physical presence of a teacher.
• This project-based pull approach makes learning far more interesting for the student, and enables the teacher’s role to be more learning facilitator and guide. Skills required of 21st Century learners are enhanced as they move towards increasingly self-directed learning.

Reason 4. New media for self-expression

• Currently at Dalyellup Primary students can write in a notebook, and what they write is usually seen only by the teacher.
• Using modern technology they can: Make a presentation, record/edit spoken word, do digital photography, make a video, run a class newspaper, run a web based school radio or TV station, produce an animation, compose digital music on a synthesizer, make a website, create a blog, all of which can be shared with an authentic global audience, including parents who can benefit from far greater involvement in their child’s education.
Reason 5. Collaboration

- A vital skill in the new digital world is the ability to work collaboratively on projects with others who may not be physically close. This can best be done using tools such as the web, email, Edmodo, Skype etc. Rather than labouring alone on homework, students can work in small groups wherever they happen to be and at any time. Many high school and university projects are undertaken by teams spread around the world. Students need to be prepared for this.

Reason 6. Going Global

- The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe. The Internet permits free video conferencing, which permits interaction in real time with schools in other countries.
- From an educational viewpoint, what could be more important than understanding other cultures through direct dialogue and collaboration?

Reason 7. Individual pacing and sequence

- Students are, of course, all different. Information technologies can permit them to break step with the class and go at a pace and order that suits that student better. Without disrupting the class, they can repeat difficult lessons and explore what they find interesting. With time, it will become more like having a private tutor rather than being lost in a large class.

Reason 8. Personal Productivity

- Students need productivity tools for the same reasons you do. They need to write, read, communicate, organise and schedule.
Dalyellup Primary School iPad Trial 2013

This year at Dalyellup Primary, we placed banks of iPads (60 devices in total) in the Junior Primary Classrooms to simulate a 1:1 mobile device-learning environment. While these devices were based in the Junior Primary area, they were made available to all classes across the school. The trial examined the use of iPads by students and teachers, and found that under the right conditions the iPad can significantly enhance teaching and learning outcomes within and beyond the classroom. The trial began with all staff trialing use of the iPads for personal and classroom use, and included visits to other schools in both the South West and Perth, reference to WA Education Department based iPads in schools trials.

During this trial we set out to investigate the capacity of iPads to:

- Increase independent and self-directed learning among students.
- Increase student motivation and active engagement in learning.
- Improve teachers’ capacity to plan for and meet individual student needs.
- Extend students’ learning beyond the classroom.
- Foster 21st Century learning skills.

The trial has shown that all of these outcomes can be achieved through the effective use of iPads. But it is quality teaching and support that makes this possible, not the device.

Findings of the Trial

1. The iPad (as a device) has functionality and features that enhance its use as an effective and engaging learning tool.

2. The iPad is just a device. It is just another tool (albeit a powerful ‘anything anytime anywhere tool) in the teaching and learning toolkit. It is not the only tool!

3. Quality teaching is (as has been found in other studies) the factor which enables the iPad to be used effectively to improve student motivation, engagement and learning outcomes. Learning will only be 24-7 if what students are learning is intriguing and engaging. Curriculum drives 24-7 learning, not the device.’

4. The majority of students said that learning was more fun when using the iPads.

5. Dalyellup Primary Teachers noted that students had greater choice and flexibility in their learning, that they were more motivated and engaged in their learning and that the use of the iPad had improved their effective use of ICT in teaching and learning.
6. The iPad supports essential skill areas: complex communication, new media literacy, creativity and self-directed learning. Use of the iPad creates an immersive and active learning environment and creates opportunities for personalised, student-centred learning.

7. Teaching and learning success with iPads depends on a supportive school and home environment.

**In summary, our trial with the iPads has identified that we can:**
- Differentiate the curriculum.
- Use the Internet for research and school tasks.
- Take notes in and out of class.
- Capture, edit and share images, sound and video.
- Draw, sketch and create artwork.
- Find, collect and analyze data.

**Why the iPad as a device?**

- The iPad is a personal device and reasonably costed to act as a 1:1, anywhere, anytime, learning device.
- Fast start up – no wasted learning time waiting to log on.
- Multi-media capabilities – camera, video and voice recorder – offer greater opportunities for creativity and sharing.
- Students have the ability to publish, inform, entertain and collaborate with a wider audience.
- The abundance of apps and access to information on a vast range of topics allows students and teachers to pursue areas relevant to classroom learning and Australian Curriculum content.
- The touch interface correlates to the technology students use in their everyday life and allows a high level of interactivity.
- A 10 hour battery life means the iPad can be used throughout the entire school day.
- There is anywhere, anytime access to current information that contains text, sound, images and interactivity.
- Light and portable, easily carried in the school bag and to and from Library, PE, Music etc, when required.
- The iPad is seen to be an intuitive device and minimal technical support is required.
- The iPad facilitates the use of individual, paired, small group and large group work easily. Sharing and collaboration are enhanced.
- Facts are at hand, requiring less expert knowledge and more mentorship from the teacher.
iPads at Dalyellup Primary School in 2014

Dalyellup Primary School would like to commence a parent funded 1 to 1 iPad program with the Year 4, 5 & 6 classes in 2014. The iPad will become an educational tool in your child’s toolkit to help meet curriculum requirements alongside (rather than instead of) more traditional tools like textbooks, pencils and paper. Commencement for the program is currently scheduled for Term 1, 2014, dependent on parental support. It is expected that this device will be used for your child’s remaining Primary School Years at Dalyellup Primary and into their Secondary Education at Dalyellup College.

Device Specifications

The device that we are proposing is the iPad 16GB (WiFi only). Parents can choose either the iPad 2 or the iPad 4. There is about a $100 difference in price between the 2 models.

Technical Considerations

- Wireless access at home – this is not essential, but to allow the iPad to access the Internet a home wireless network is required. This is usually provided by a wireless router. A USB device that provides wireless access to a single computer/laptop will not work with the iPad.
- An Apple ID will be needed for use with the iPad to download apps. Please be aware that you need to be at least 13 years old to sign up for an Apple ID so parents need to do this and have control over the password.
- Personal apps, games, music etc can be downloaded onto the iPad – parents have control over this as it requires the use of the Apple ID and password.
- Backing up of data on iPad – is a family responsibility through iTunes or iCloud.
- Parental restrictions – can be placed on the type of apps and content that can be downloaded. Should the 1:1 iPad program commence next year, these points will be discussed in further detail, at a later date.

Other Considerations

Cyber Safety

Cyber safety issues are a concern with all Internet based devices. Parents are responsible for working with the school to ensure that their children are competent and respectful users of the Internet and the technology provided to them. Dalyellup Primary School presented student and parent Cyber Safety Workshops in 2013. The school will continue to teach Cyber Safety and Security for Years 1 to 6 during 2014.
Security

Restrictions to the iPad can be implemented by parents. Again, Dalyellup Primary School will run an iPad Parent Workshop early in 2014 to explain the procedures for ensuring Cyber Security.

Financial Assistance

We recognize that asking parents to purchase iPads for their child may place some families under financial stress. As discussed, an option to flexi-Rent the device is available through Computer West.

What about the rest of the school?

All classrooms will be given access to a bank of 8 devices shared between 2 rooms. iPads will continue to be used as they currently are in Pre-Primary to Year 3 classrooms, using a shared model approach.

Students in Year 4 to 6 who do not participate in the 1:1 program will be given access to the school owned devices, however this will be a shared arrangement between classes, and they will not be able to take the devices home.
Frequently Asked Questions

Why 1:1 and iPad?

1. Why do we need to use iPads in school?

The new Australian Curriculum requires students to develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognizes that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

iPads as a tool are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They afford students the opportunity to transform the ways that they think and learn and give them greater control over how, where and when they learn.

2. Why Parent Funded 1:1?

The school is not financially able to provide a device for each student to allow for the learning opportunities that we believe will equip your child to take their place in the world after they leave school.

3. Why should every child have a device?

Students having access to their own individual device will be able to maximise learning opportunities by always having the device available. They will be able to use the same device at school and at home to make learning an option 24/7. The iPad works best as a single user device where no log in is required, and provides opportunities for personalised, student-centred learning. Children having their own device also allows for a level of parental involvement in learning not previously possible.

4. Why are you not proposing laptops?

The iPad offers an element of speedy access, mobility and intuitive interaction not facilitated by a laptop. There are a large range of apps available for the iPad that are useful for students in primary school years. These apps are relatively inexpensive to purchase. Suitable software for laptops is not so abundant and is often expensive.
6. What ICT devices will other years have access to?

Students will still have access to desktop PC’s, MacBooks and interactive whiteboards which will be continue used as required to achieve intended learning outcomes and enhance learning. Banks of iPads will also be available for other students to use in a shared mode.

Teaching and Learning

1. How will we know how the iPads are being used in the classroom?

By implementing a 1:1 iPad program you child will be bringing their iPad between home and school on a daily basis. In our opinion, this provides unprecedented access to your child’s learning and affords parents the opportunity to become more actively involved in their child’s education.

2. Will my son/daughter stop handwriting?

No. The development of fine motor and handwriting skills are still considered fundamental at Dalyellup Primary School. Many iPad activities are undertaken as part of a process towards achieving learning outcomes, and using pen and paper is more often than not a part of that process.

3. Will my son/daughter still need access to a computer at home?

Access to a computer at home may complement learning experiences, but is not necessarily a requirement if an iPad is available.

4. Have teachers been trained on how to use the iPads in the classroom?

We view our teachers as learners too. Teachers at Dalyellup Primary School have had, and will continue to have, access to professional learning opportunities and support from many external sources. We consider their learning to be developmental and constantly evolving and constantly look for ways to best support their technological and pedagogical understandings.

Apps for the iPad

1. What apps will be required and who will pay for them?

The school will identify a core set of apps that will be required for each iPad. A process for deploying these Apps on to your iPad will be provided by the staff at Computer West. We intend on keeping the number of required paid Apps to under $50 initially, and will consult with parents when additional paid Apps are recommended. A list of required paid and free Apps will be provided at a later date.
2. Can the apps be installed on other iPads, iPhone or iPods?

The school provided apps become the property of the family and can be loaded onto any other device that uses the same Apple ID.

3. Will my child be able to install other apps and games?

Yes, however the purchase of all apps, games, music etc must be made with an Apple ID, which requires a password. The owner of the Apple ID must be at least 13 years of age and it is strongly recommended that this is a parent. Hence parents have control over the Apple ID password and what is installed on the iPad.

4. Will students be able to store music on the iPads?

Yes students can store their music on the iPad. Again this requires the use of the Apple ID which the parent should have control over.

5. Will students be able to use FaceBook on the device?

Users of FaceBook have to be 13 years of age or older, hence FaceBook should not be used on the device. Access to FaceBook is blocked at school.

Device Usage

1. Will students be able to use the devices at recess and lunchtime?

Students are encouraged to be active and socialise during break times, hence the use of the iPads will not be allowed during these times.

2. Will my child’s Internet usage be monitored at school?

The school has an Internet filtering system that aims to stop inappropriate material reaching the students. Teacher supervision is also important in monitoring student usage and behaviour online, and student education has taken place and will continue to reinforce strategies for appropriate and safe behaviour online. Students can and do occasionally come across inappropriate content. We believe that providing them with strategies to deal with such occasions in a safe and supportive environment is preferable to them dealing with the issue in unsupported circumstances.

3. How will the school regulate student use of the Internet at home?

The school is unable to regulate student Internet usage at home. We encourage parents to be aware of what their child is doing on any Internet enabled device (computer, iPad, iPhone, iPod) and strongly encourage the use of these devices in family areas only(not in private areas such as bedrooms).
4. How much time will my child spend using the iPad each day?

The iPad becomes a tool amongst many at the disposal of the teacher and students throughout the day. With any learning experience, the teacher is best placed to decide which tool will be most effective in meeting the intended learning outcome. *iPads are not intended to be a replacement or a substitute for any of the more conventional tools teachers have at their disposal.* It is the school’s belief that any well rounded approach to education involves balanced access to a variety of tools. iPads simply increase the number of tools at the teacher’s disposal and are only used when they are the best tool for the job.

**Payment and Purchase**

1. Do I have to pay for the iPad?

You may choose to purchase the device and associated peripherals outright, or you may choose to Flexi-Rent the device for a fortnightly or monthly payment.

2. What happens if the device is damaged, lost or stolen?

As the device is privately owned, parents will need to ensure that it is covered by their home and contents insurance policy. Please check with your insurance provider. For warranty items, the device will be covered by the AppleCare Warranty (if purchased). For warranty claims or repairs, the device can be taken or sent directly to Computer West in Busselton.

3. Is a case included?

A case for the iPad is included in the cost of the package provided by Computer West. To protect the iPad it should remain in its case at all times.

4. If I choose to lease the device, what happens at the end of the lease agreement?

You will own the iPad at the end of the 24-month period.

5. My child already has an iPad. Can they use this?

If the iPad is the original, 1st generation iPad without a camera then it is not suitable, as a camera is an important feature of the iPad in education. If your child has an iPad 2, 3 or 4 that is for their exclusive use, then this device would currently be suitable for use at school.
**Technical Information**

1. **How do we backup the data and apps on the device?**

Data on the device can be backed up via iTunes on a computer at home or via Apple’s iCloud service over the Internet. Information on backing up the iPad will be covered next year in a parent information session.

2. **How will it be protected from damage to and from school?**

Students must keep the iPad in its case, which is then placed inside the school approved library bag. The library bag should then be placed inside the student’s school bag. The school and parents will need to educate students on the care of the iPad to minimize damage.

3. **Will the battery last all day?**

The iPad has an up to 10 hour battery life and our experience is that this is more than adequate for a day’s use in the classroom. There is an expectation that the iPad will be bought to school fully charged each day. There will not be charging facilities at school for your child’s iPad.

4. **What happens if the device stops working?**

iPads purchased or leased through the package offered by Computer West will be covered by the AppleCare 2 year extended warranty. If the device stops working then the student will be provided with a school owned loan iPad (which can not be taken home) while Computer West assesses the issue and if needs be, has the iPad repaired or replaced under the warranty.
REFERENCES

The school has taken into account many sources of authoritative research, as well as the findings from our own trial and those of other like schools in Western Australia, to reach the conclusion that 1:1 iPads will be beneficial to your child’s education. Please refer to the following information that our school and other schools have referenced over the past 18 months of investigation. (NB: This list is not exhaustive).


http://courses.ischool.berkeley.edu/i290-pm4e/f10/files/Hew-Brush.pdf

http://www.understandingthedigitalgeneration.com/


http://jennyluca.wikispaces.com/TPACK+and+SAMR

http://www.youtube.com/watch?v=zDZFcDGpL4U

http://www.ted.com/talks/sir_ken_robinsonBring_on_the_revolution.html

http://www.youtube.com/watch?v=_hrvli_wCT0

http://www.guardian.co.uk/education/2011/jun/07/early-years-anxiety-digital-technology