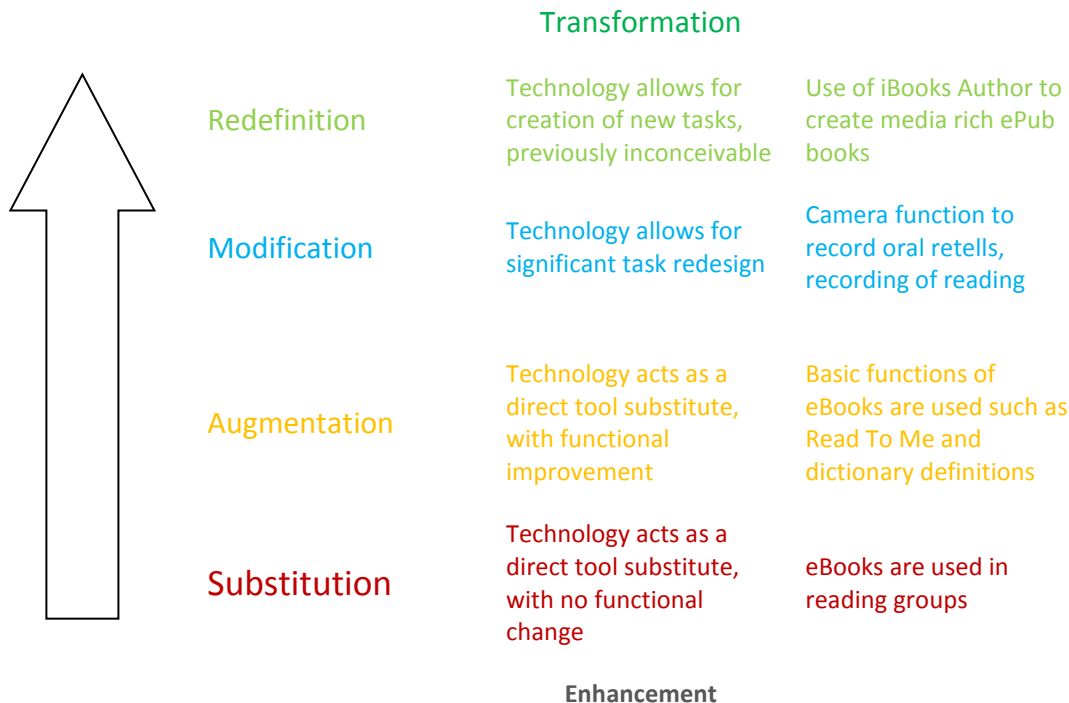




BHPS ICT Pedagogy

At Barwon Heads Primary School we consider the SAMR model when using technology as a tool to enhance the AUSVELs curriculum. The SAMR model describes a continuum of the extent to which technology is integrated in the classroom; from the enhancement of existing practices to the development and creation of new practices.



The SAMR model was designed to help educators integrate technology into teaching and learning. The model aims to enable teachers to design, develop, and integrate digital learning experiences that utilise technology to transform learning experiences to lead to high levels of achievement for students.

iPads at BHPS

The iPad program at BHPS is aimed at inspiring creativity and hands-on learning utilising a device with features that are rare to other educational tools. Students are excited and enthusiastic in their usage of these tools which proactively engage them in their learning due to hands-on and multimedia features. Apps are carefully selected from the App Store, which will allow students to engage with content in interactive ways, find information quickly, and access libraries of information in a quick and convenient way. The iPad at BHPS will be used as a tool to support teaching and learning.

Why the iPad?

The iPad is a resource that allows students to have access to 'anywhere, anytime learning'. With the iPad device the idea of mobile learning has taken off in education systems around the world. Mobile learning allows students to access the Internet and email, use organisational tools and engage with learning resources.

Teachers can facilitate a change in student workflow through the multi-media capabilities of the device. This can include the design of digital eBooks and iMovies. Through the Apple App Store teachers and students have access to over 500 000 apps of which 20 000 are designed specifically for educational purposes. These applications are only available on an iPad device, thus making it a unique classroom tool to enhance existing classroom practices.

Of all tablet devices, the iPad is the current market leader. It has a responsive Multi-Touch screen and a large, high-resolution LED-backlit IPS display. The iPad is compact, lightweight and portable. A battery life of 10 hours will be adequate for the whole school day. It is simple for early childhood students to use as it has an instant-on and no login is required. It is a unique learning tool for supporting teaching and learning.

How often will the iPad be used in the classroom?

The iPad device is an additional resource in the classroom to assist and drive student learning. It does not replace the teacher but instead is used as a tool to redefine classroom tasks. The iPad is a companion device and is not intended to replace a laptop or desktop computer. Its advantage is its mobility and ease of use. Staff will plan across their teaching and learning programs, how the device can complement existing teaching practices in new and innovative ways. It will not be used all day, everyday but in scheduled, planned sessions to assist with the achievement of identified knowledge and skills.

How does the use of the iPad align with the Australian Curriculum?

The Australian Curriculum states students will be expected to develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

Students are expected to understand and apply social and ethical practices when using technology and also have skills in using ICT to maximise efficiency and effectiveness. With the use of the iPad device students will have the opportunity to develop an ICT competence but prepare themselves for their future education.

Further information about ICT capabilities can be found on the Australian Curriculum website.

Why use iPads for learning?

1. It will support the personalisation of learning
2. The iPad is able to hold all the apps a learner needs for a day/week/month/term's work. The only network needed will be robust Wi-Fi throughout the school buildings and in as many open outdoor spaces as possible.
3. It will be the start of a large reduction in the role of the technician in providing the technical support many schools need with their technology. Too often teachers are over reliant technicians for everyday issues due to the over complicated nature of some technology. The iPad needs little if any maintenance and installing the software is simple, quick and easy - there is little need for any technical support. This is important because it puts the learner, teacher and school in control of their technology.
4. It's a blank canvas - the scope for apps written specifically for teaching and learning is enormous. Educationalists can work with developers to create new and innovative software which reflect the learner's needs and expectations in technology. Essentially the iPad is a tactile and engaging mobile device which will transform the way people learn.
5. Auto-Save - the apps which run the iPad (and other iOS devices) signal the way forward when it comes to saving work learners produce and create. Saving files takes place automatically 'behind the scenes' constantly in the background, which means learners (and teachers) know their work is always safe.
6. Contextual Learning - the form factor, battery life and apps mean that the iPad can be an 'anywhere anytime' learning device. This makes it ideal for projects and learning which take place out of the classroom, in the schools grounds, on a day visit or residential stay. Couple the iPad with a MiFi and learners can be online at all times at every location.
7. When all the potential functionality of the iPad is added up, its form factor, the iOS, the cameras, and the apps, it becomes clear that the iPad is a Personal Learning Studio. It can be a science lab, literacy tool, research station, history archive, language lab, art canvas, music studio, video editing suite, games console and library.
8. It is a device that contains an OS and software which is agile enough to meet the learning needs for any subject, any age and all abilities.

Research

The Department of Education and Early Childhood Development (DEECD)'s 2010-2011 iPads for Learning – In Their Hands Trial placed over 700 iPads in nine primary, secondary and special schools and the Royal Children's Hospital Education Institute. The findings of this trial were that the iPad was an effective and engaging learning tool, especially in primary and special settings schools; that quality teaching was the factor that enabled the iPad to be used effectively to improve student motivation, engagement and learning outcomes; and that teaching and learning success with iPads is more likely when they are used in a supportive school and home environment.