

Workshop 1 - What 1 to 1 devices will look like in the classroom.

Workshop held on Thursday 8th May, attended by 27 Parents, 4 staff members

Opening Video - <https://www.youtube.com/watch?v=FXDTIJ3j9eo>

WHAT WILL OUR PROGRAMMES LOOK LIKE?

We will still continue to teach the NZ curriculum! This means programmes will have same content and include traditional items such as Reading, Writing, Maths, Spelling, Handwriting, Fitness, Inquiry, etc

With or without a chromebook we are here to teach and our children are here to learn, the difference will be that learning becomes more personalised, collaborative and student owned:

- Student owned because students will be more in charge of their learning. They will have better access to quick feedback on their learning.
- Our students are expected to contribute to society. We are trying to teach our children the skills that will enable them to actively contribute to society. Through the use of learning journals and Google Docs etc, we are starting to teach our children to contribute safely.
- Personalised because as teachers will have better access to their work. For example, We can access the work that students did that day and cater for it more specifically. We can look at the mistakes they are making and give them feedback and next steps that they can work on the next day. We will also have access to a greater range of tasks and activities for learners of different abilities through the use of google apps, add-ons and extensions.
- Although it depends on which apps we ultimately choose, some apps provide students with instant feedback when working on tasks.
- When working on projects, students will have the ability to collaborate both within and outside of the classroom. They will have the ability to receive feedback from those outside of their classroom. They will have the opportunity to contribute to other children's learning.
- Eric shared his planning on the screen and explained what it means for both parents and learners to have access to planning online. Learners can anticipate learning to come or 'rewind' learning already visited... 24/7 access to resources teachers have used.

Q. You mentioned kids are learning differently, how are they learning differently?

We know the tools they are using are different. Learning takes place now all the time, all the information sits with them. The nature of accessing knowledge is different - rote learning is not how they are learning, their brains are wired differently. They are generation Z! Children learn in a meaningful context and they don't all learn at the same way, same pace, different tangents that they explore within the curriculum. We are trying to raise citizens that are actively contributing to society, through collaboration. The way they learn is by taking advantage of collective thinking and shared knowledge. Their world is changing and what they are using to learn is different - there is lots of research about the way children learn in modern times compared to when we were at school.

WHAT WILL WRITING LOOK LIKE?

Demo of how google docs works and the benefits - collaboration, removes 'technical' barriers to writing, encourages children to improve quality of writing because editing is so much easier. In google apps for education the school owns the accounts, the children have use of the account while they go to our school.

Our Drive is our storage space. Each member of our learning domain has a space to store information in the cloud - they can have access to this from any internet capable device.

It's a bit like their desk, except a bit tidier!

By keeping all their 'stuff' in one place, it makes it easy to share and work on in different locations... Even if they don't have internet access at home, they can access their accounts offline on their chromebooks.

At the end of their time at Maungaraki, they simply take their 'stuff' with them (but not the account). There is also more opportunity for students to share their work through the use of online tools like Prezi and presenting on their learning journal (blog)

Q. How is it going to look with children in the class who don't have a device?

When I teach a maths concept I don't have whole class teaching, won't be having 26 laptops all going at the same time, there is going to be a small pool of laptops for students to use, there will be some learning that will require a laptop, still going to teach the same concept to students whether on a laptop or not - others may have a paper copy.

Q. Isn't that exclusion if they are not on a laptop?

No, they will be completing the same learning tasks. In any time and day in a class there will be some students on devices, some with the teacher and some working in different ways, this is what we are doing now and what will continue to happen.

Q. How are they are going to improve their spelling - with having a spell check on?

When we are teaching writing we go big picture, otherwise they wouldn't use big words if we relied on students having to spell the words correctly they wouldn't use them, we will still teach spelling, grammar at spelling time, not necessarily during writing time. If the teacher picked up on every mistake we wouldn't be valuing the piece of writing for its content. They would use spell checker in much the same way as they would use a dictionary, it is just quicker and easier for them.

Q. When students are at home are they still logging in on their account to continue working, does it still go through all your security features/filters?

Yes and No,

Yes, the GAFE filters are still there (ie control over email use and the apps and extensions they have access to etc)

No, the internet filters are not. They log on at home and are accessing their work in the cloud, but accessing the internet through your wireless system - this means parents will need to control the filters in their home.

Q. This is teacher dashboard you also talked about a parent portal...?

Effectively this means that you will be able to access (as view only) your child's work, not other children's, any time, anywhere. Is still a relatively new feature - we can't show you until all our learners are set up. But will include this in further workshops for parents once we are up and running.

WHAT ABOUT MATHS AND READING?

Will operate in much the same way as now; Teachers will continue to teach small group instruction. What will change is the range of independent tasks children will have access to when they are not working with the teacher, much more personalised to ability. Also have option for children to revisit resources after lessons by checking the blog or re-checking the learning plan. This allows for 'rewindable' learning to take place.

Q. When can we talk about the logistics? - there are a number of us that won't be purchasing devices, we want to make sure that our children are not going to be disadvantaged.

We don't often have the whole class on devices at the same time, We will still book the laptops for the kids that don't have them.

We are not going to give the students a task from the chromebook, the chromebook just makes it better, all students will still have google docs and access to google drive and can work on work at home and school whether they have their own device or not.

All children will still have a GAFE account, learning journals etc etc.

Q. Do you have an alternative to the the information provided so far on blogs for people who don't have access to the internet - is everyone able to access the information?

Yes, for example resources that have gone on the principal's blog have been printed off based on newsletter lists of those who receive hard copy newsletters. Students can also bring parents into the class and look at the blog in the classroom, some already do this.

Q. The confusion is from the title of 1 to 1 device?

Our vision is that all children have access to a device, some may not have a device of their own, but they will still have access to the learning that happens on the devices.

Q. Shouldn't all families be getting this information not just Year 5&6?

Yes all families are getting the same information. The only information that has been given specifically to Year 5&6 was the survey relating to the Term 3 timeline. All other emails etc have gone to all families within the school.

HARPARA TEACHER DASHBOARD

This is the teachers engine. This will keep us going...

Students working on multiple documents over a range of apps is simple to monitor using this.

Hapara organises all the changes that students make and send the information to the teacher.

Even mail can be monitored. Every change that gets made through our domain is registered and sent to us.

There is also the opportunity for parents to access their children's learning through the parent portal.

This feature is still new, but when it is live we will test it and figure out how to implement it.

Q. Do you have printers in each classroom?

We have two printers in the school, we won't need to print off much because everything is on the cloud, but we can if we need to. Printing will still remain the same, if children want to print, it will still need to go through the teacher's laptop.

Q. Stationary - do you see us having to buy less?

It would be similar to this year, as the year 5 and 6 classes already had less stationary than previous years, we will have a couple of books, we won't need to buy scientific calculators etc.

Q. Have you tested out the parent portal?

It is relatively new, we can't see this until we have students on google docs. The information we have is that this provides view only access for parents to everything in the individual accounts, docs, presentations, email etc)

Once we are up and running we'll be running more workshops on how to use the parent portal, and how to interact with the students work.

If work is up on learning journals parents will be able to see it, how much parents engage in their child's work is up to each individual person.

Q. People learn differently, how will you allow for this?

As teachers we already do this, I have kids in my class who work better on paper or on the screen, we cater for learning styles in different ways. Our ultimate aim is to teach children how to understand and utilise their own learning styles. This initiative will help us do this really well.

Q. How will you and the students know how they learn best?

Leading up to this students will be experimenting with how they learn in the junior school, good teachers know how their students learn and teach students the skills to know how they learn best and how to improve their weaknesses.

One of the exciting things that has come out of the Manaiaakalani Research is the depth of thinking that the children are working at... using tools to help explore and develop higher levels of thinking.

Q. The question of keyboards skills is important

There are many keyboard apps online, typing apps, we will find one that works best for us and incorporate this into our programmes as we do with any other learning tool.

Q. So will you teach typing?

Yes, we will do a little bit of touch typing, but not going to be focusing on it heavily - this can be a shared responsibility between home and school - once you know which app we are using you can reinforce practice at home if you think your child needs more.

Q. Do we need to buy the apps?

No, one of the appealing features with google apps for education (GAFE) is that the school pays for a licence which means that we can then push the apps out to students free, they can access these on any device, it is attached to the 'filing cabinet' in the cloud not the chromebook.

Students can work on something off line at home and then come back to school and go back online and it will automatically synchronise.

Q. Why is it important to have a chromebook rather than a different device?

The reason we said a chromebook is that it takes the onus off the teacher to be a technician. We want our teachers to focus on learning, not trouble shooting a range of devices.

It also needed to meet the needs of the learning we intend children to be part of. Our criteria when we looked at devices was that they needed to have a good keyboard, quick start up, be cost effective, have minimum 6 hour battery life, voice and image recording capability, full access to google docs etc (tablets like ipads don't have full functionality in google docs etc.)

Q Is the only way you can see my son's work is if he is logged on?

He will always be able to see his work (whether it is online or offline). We as teachers will always be able to see work that has been saved while online. But we won't see what he works on offline, until the next time he goes online.

Q. Do you do much writing on the whiteboard, will you get interactive whiteboards?

Mainly brainstorming - often on big pieces of paper. Purchase of Interactive whiteboards won't be necessary for what we are doing. Have recently purchased display devices for rooms, these combined with devices and Apple TV mean we already have interactive display capability when we need it.

Q. Teachers are very involved in going to lots of workshops will there be disruptions with teachers going to PD.

Teachers have always had PD for their professional learning, the current focus for teachers involved is on this initiative, but this is not more time/PD than usual. Teachers will still attend PD sessions at the same level they always have. A lot of PD that teachers do is in the holidays or weekends. It is important to note that wherever possible our teachers plan for relieving teachers so that children's learning is not affected.

Q. What is homework going to look like? Lisa you were talking that homework in primary school children does not have any impact...

I was meaning homework in the way we traditionally have viewed it, ie: worksheets that do not relate to the learning in class. Homework has to be relevant to the learning currently happening in class to have impact.

Chromebooks work offline. We don't expect children to be plugged into the Wifi.

Q. Concern there will be more homework with parents needing to spend more time on homework

Teachers will continue to set homework as they do now. But what other schools who are using devices like this find, is that children are more motivated and are choosing to continue learning on their own (not directed by teacher). If your child comes home and wants to work on something that they are passionate about, it's up to your family to make that choice and fit it in with your family schedule.

Q. Will we teach physical health and safety (posture etc) using a device all the time?

We do this now with posture during handwriting sessions (which is often worse than posture of children on devices!) we will talk about how they sit correctly, encourage movement breaks etc. This can also be discussed at one of the safety workshops next week.

**** Meeting finished 6:50pm ****

Parents broke off to look at the chromebooks we had available and to ask other individual questions.

To see it in action visit: <http://vimeo.com/61996556>