




West End State School 1:1 Pilot Findings

October 2022

Pilot - (of a plan, product or system) done as a test before introducing it

Cambridge Dictionary



***“THIS IS THE FIRST GENERATION
OF PEOPLE TO WORK, PLAY,
THINK AND LEARN DIFFERENTLY
THAN THEIR PARENTS..... THEY
ARE THE FIRST GENERATION TO
NOT BE AFRAID OF TECHNOLOGY.
IT’S LIKE THE AIR TO THEM.”***

DON TAPSCOTT

1:1 iPads at WESS



In January 2022, the 1:1 iPad pilot commenced at WESS. This pilot was confined to the Year 5 students on an opt-in basis. The pilot involved:

- 106 students
- 4 classes
- 5 class teachers
- 3 school terms

In August 2022, a survey was sent to families not participating in the pilot and due to high levels of interest, a 5th class joined the pilot in term 3.

AIM

The aim of the pilot was to *provide a way for students to have more control over how they learn and engage, and for teachers to further personalise learning.*

Key objectives included:

- To enhance our students' digital citizenship and create a safe learning environment through daily practice of seeking permissions for shared content and discussing digital boundaries
- To tailor our digital learning, providing individualised learning and assessment opportunities to our students and allowing student choice by offering multiple modes of content delivery and engagement to 100% of our students
- To increase our digital connection between home and school with up to 70% of student learning/reflecting being communicated to families via the iPad each week

This report finds that the pilot achieved the aim to *provide a way for students to have more control over how they learn and engage, and for teachers to further personalise learning.* This report outlines each of the objectives of the pilot and both the successes and future improvements needed for the 1:1 iPad initiative in 2023.

1:1 iPads at WESS

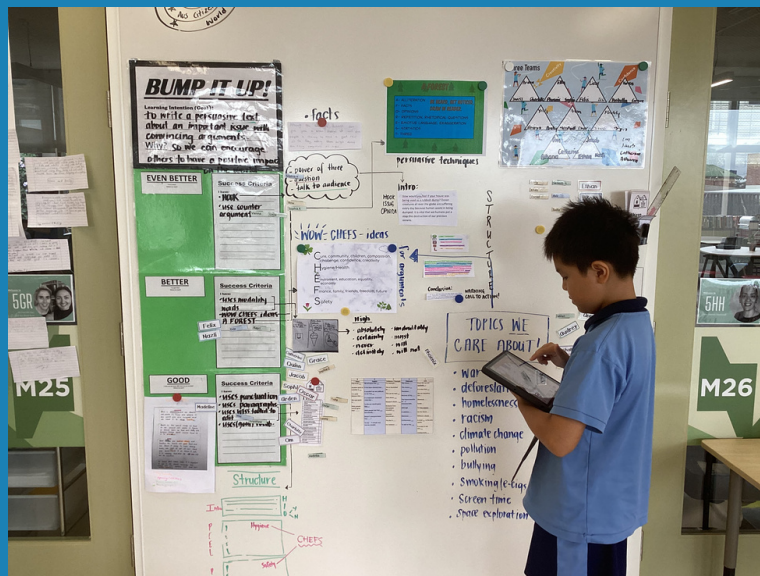
3 guiding principles for 1:1 iPads

1. Digital Citizenship—a tool to teach WESS students digital boundaries
2. Digital Learning—a tool to further student engagement in the Australian Curriculum
3. Digital Connection—a tool to show families the learnings each day

1. Feedback (from both parents and Brisbane State High School (BSHS) teachers) has been that our students are arriving at BSHS, where iPads are the primary learning tool, without a deep understanding of digital boundaries. We want to provide our students with a supportive environment while they learn about digital boundaries (which apps to engage with and how much time to spend on devices).

2. The Australian Curriculum includes digital technology education and the Department of Education is dedicated to increasing the use of digital technology in primary school education. Our 1:1 iPad initiative in the senior school supports these focuses.

3. We are always looking for ways for our students to show their families their work and to keep them informed about what they are learning. Using iPads, gives us another tool to do this.



1:1 iPads for 2023

Following the outcome of the 2022 1:1 iPad pilot, the program will be expanded to all Year 5 and Year 6 classes in 2023. We invite all Year 5 and Year 6 students to bring their own iPad to school.

Key Findings

Objective 1

The pilot found students engaged weekly with digital citizenship including

- Sharing and permissions
- Limiting technological distractions
- Communication etiquette

Objective 2

The pilot found that students had choice over how they completed class work and assessment. They had instant access to information and resources. Strategies included:

- Individualised tasks while still participating in whole class groups
- Assessment adjustments
- Flexible seating and grouping based on student strengths

Objective 3

The pilot found up to 70% of learning was being uploaded to the iPads each week, allowing all 1:1 families to see the work each day at home. In addition, 51% of students had connected with families for instant notifications of this work. Methods included:

- Seesaw app
- Teams
- Photos/videos

Detailed Findings

Objective 1

To enhance our students' digital citizenship and create a safe learning environment through daily practice of seeking permissions for shared content and discussing digital boundaries.

Positive findings

- Utilising the "focus" setting on devices to block all unnecessary notifications (such as communication apps, itunes notifications etc) during set times
- OneNote collaboration and Minecraft Edu has allowed students to build their digital literacy and citizenship in a safe and supportive environment
- The "Classroom App" allows teachers to share documents, launch and lock apps, and view students' screens, allowing teachers to keep students on track and on task preventing distractions and irrelevant use
- Students alert each other when their face appears in photos and seek permission to keep (or delete)

Concerns and challenges from families

- Students have created outside of school group chats through iMessage
- Some parents have shared their concerns about screen time before and after school
- Poor posture and/or damage to vision for students if over-used

Action to be taken

- Support parents/carers with setting up iPad and screen time through Apple Presentation T4 and ongoing communication and check ins
- Host parent/carer information sessions before school begins 2023, then early T1 to support with setting up restrictions
- Support families to identify screen quality vs screen time
- Engage in student and parent/carer cybersafety presentations T4
- Reminders about eye lines; continue to provide frequent movement breaks and transitions (particularly when using devices)
- Engage external experts to provide staff, students and parent/carer sessions including latest research and information about posture/vision



"It's created a tremendous amount of enthusiasm in you, you want to learn more things, you want to read a lot, you want to share your school activities with me, I've never had an experience of finding out what you actually do at school previously but now you actually bring all those activities home, you share the videos with me, I know what the subjects you learn and what the activities you do. If you weren't in the iPad class, you wouldn't get the time and ability to upload those activities to Seesaw. Since you're in the iPad class, as a parent I get the opportunity to know what you're doing in school."

Detailed Findings

Objective 2

To tailor our digital learning, providing individualised learning and assessment opportunities to our students and allowing student choice by offering multiple modes of content delivery and engagement to 100% of our students

Positive findings

- Classroom engagement and access to differentiated tasks has improved
- Student choice about how to complete learning activities (pencil and paper, whiteboard pens with dry erase tables/boards or iPads), so abilities are not hindered by dislikes, tiredness and aspirations for neatness
- Assessment adjustments allow students to present their findings in multiple ways (supporting multiple intelligences). Eg. *A HASS assessment was created where students could choose to use a written sentence, video or voice recording to communicate the answer – something that was previously not possible without the use of a device*
- Differentiated tasks can be deployed in a timely manner via iPads, supporting student pace rather than waiting for whole class teacher instruction
- Speech to text and immersive reader options provide inclusive learning environments
- Some students, who have previously experienced disengagement and/or behaviour incidences/phone calls to parents/carers about negative behaviour etc, have had a more positive learning experience

Concerns and challenges from families

- Students staying on devices after school
- Face-to-face socialising has decreased
- Not all classes using iPads the same way

Action to be taken

- Continued professional learning to increase teacher capability
- Continue to teach with a blended approach of plugged and unplugged learning experiences, including whole class instruction, spiderwebs, concentric circles, signature practices etc
- Host parent/carer information session before school starts 2023 to share information and strategies with families
- Access to iPads will continue to be banned during lunch breaks and kept in bags before/after school



"Having multiple modes has improved resilience because she's been given better opportunities to show her understanding/learning. Previously she's had low self esteem due to not being able to complete the work."

"The iPad has made you really independent and I think you've been able to learn tasks a lot quicker because of the way you use it."

Detailed Findings

Objective 3

To increase our digital connection between home and school with up to 70% of student learning/reflecting being communicated to families via the iPad each week

Positive findings

- Student learning is visible to families (including teacher feedback and weekly reflections)
- Families get greater insight into what is being taught and how it is being taught at school and can support learning from home
- If a student is absent, they can still access any messages, learning activities, and date claimers from home (through Seesaw notices)

Concerns and challenges from families

- Families unable (through a variety of reasons) to access the student learning. Reasons included busyness of family life, families not able to check the student learning/iPads and information/emails going to junk mail.
- Some students not uploading learning/reflections
- Inconsistent use of the Seesaw app across classes involved in the pilot

Action to be taken

- Teachers to check with families if they are not connecting with the Seesaw app
- Spotlight 1:1 iPad learnings for newsletters
- Hold family open classrooms so families can experience 1:1 iPad learning



Being in an iPad class is really good because it is easy to use and can be accessed quickly, another point is that now through Seesaw family app, I can see what A is doing everyday."

"Seeing my child's reflections has been my favourite part of the week."

"This has been the best year for him. We have all had such a better school experience this year and we feel really safe in this classroom."

Other community concerns/feedback

The cost of bringing an iPad to school

We are aware that the costs involved with BYO can be excessive for some families. WESS have a portal with JB HIFI which offers a discounted price for WESS students. Previously, parents/carers have also shared that they were able to purchase their child's iPad during Black Friday sales (November). Families may also consider a refurbished iPad or bring in a family owned device which matches the specifications listed [here](#).

Schools have some agreements with Mac businesses that don't even give the students the option of another brand

At WESS we do not have such agreements. Our decision to use iPads as part of 1:1 is based on the security and compatibility with the department's wireless network. In addition, iPads are used at BSHS and this ensures that the purchased device can be utilised there. We also network with some of the many 1:1 iPad primary schools within the state to share strategies and ideas, as well as receive personalised support from Apple Professional Learning Specialists.

This makes us wonder if the move is more about ease of teaching for the teachers rather than being the very best educational choice for the children

Our teachers are committed on this learning journey alongside their students and families. Digital devices are already accessed from Prep to Year 6 as part of teaching and learning the Australian Curriculum. Utilising iPads effectively involves additional professional learning and planning which our dedicated professional staff at WESS will continue to do, to provide safe and engaging learning environments for each of our diverse learners.

What some of the research says

Teachers and iPads in the First Three Years of School 2020

'The iPad is recognised as a learning tool, not intended to replace the teacher'

'Stimulate engagement with responsive adjustment in challenge levels'

'Considerable research demonstrating links between technologies in schools and the development of skills for life-long learning'

Mobile learning in early childhood education 2017

'Tablets helped readers to create multi-modal responses to reading by providing new ways to communicate, the opportunity to work collaboratively and the ability to edit work efficiently'

'Being literate in the 21st century also means being digitally literate.'

'No longer include the recommendation that screen time is limited to a specific amount of time... not all screen time is the same because it is more important that technology is used intentionally and appropriately to support learning'

Implementing iPads in the Inclusive Classroom Setting 2016

'The ability to showcase outcomes of learning is immediate'

'Tablets have made classroom-infused technology more accessible on a wider scale to all students in a classroom due to their relatively low cost, portability and ease of use and navigation'

'Utilizing technology can enhance the traditional lesson on a scale from simple substitution of tasks to a more complex redefinition'

Australian Curriculum Version 9, 2022

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them.

Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

To ensure we are well informed, we also consider alternate views. We have outlined below how we are addressing the valid points raised throughout the article **"Five Reasons iPads Should Not Be Used In Classrooms"**

1. No evidence to improve learning - we have focused on differentiation and student engagement and iPads are a tool like any other

2. iPads only add to the financial problems of our education system – we are an 'opt in' school in the senior year levels only, therefore it is parent/carers choice about whether to purchase, however we are aligning with BSHS where devices are mandatory

3. iPads are distracting – they are a learning tool like other learning tools/materials, such as blocks, science equipment etc. Like any learning tool, they need clear instructions/questions/criteria to limit distractions

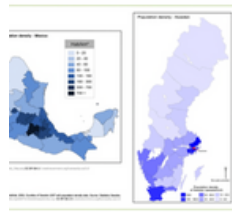
4. Onscreen reading is different to traditional reading - absolutely! That is why there is choice, some students are more engaged with screen reading than traditional text. We encourage students to access a wide variety of text, including newspapers, magazines and recipes as well. Our 2 wonderful libraries are extremely busy places at WESS

5. Children need less screen time, not more – we agree and our classes adopt a blended approach, with plenty of unplugged learning activities.

1:1 in action



Students can use immersive reader, by highlighting text and selecting "speak"



Key words: clustered, linear, dispersed

9. Describe how population density in Sweden is distributed. Insert response below - written sentence, video, voice over.

This example of a HASS assessment on Seesaw allows multiple ways for a student to communicate their response.



Students can use the "speech to text" function which allows them to instantly compose work. Students are still required to "speak" to include the punctuation required.



Students independently research during HASS and then report their findings in a collaborative OneNote document to share with their peers. This is known as a Jigsaw strategy.



Students can build worlds in Minecraft as a team, using their research to display their understanding.

$$\begin{array}{r}
 87 \times 32 \\
 \hline
 174 \\
 1740 \\
 \hline
 2856
 \end{array}$$

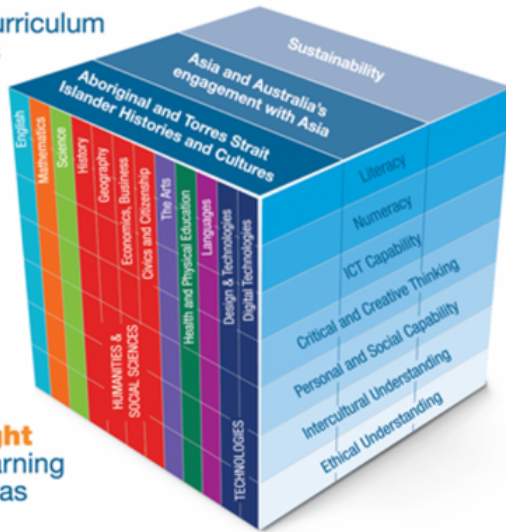
$$\begin{array}{|c|c|}
 \hline
 30 & 160 \\
 \hline
 2400 & \\
 \hline
 7 & 14 \\
 \hline
 2400 + 160 = 2560 \\
 210 + 14 = 224 \\
 \hline
 \end{array}$$

A student is demonstrating the area model for multiplication and using the screen record function to communicate her knowledge as she is writing. This is then saved as a QR code for other students to scan and watch if they need a reminder of the strategy.

Models and frameworks that influence our work

The three dimensions of the Australian Curriculum

Three Cross-curriculum Priorities



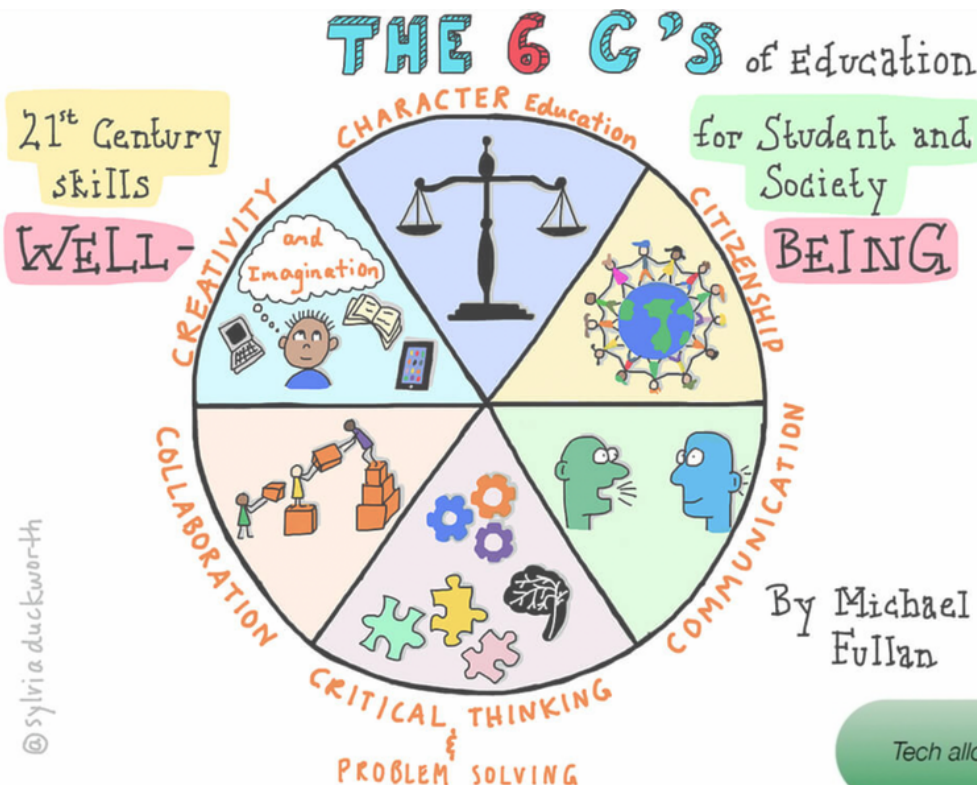
Seven General Capabilities



Eight Learning Areas

Reference: [The Australian Curriculum](#)

Reference: [The Australian Curriculum](#)



Reference: [The SAMR Model, Ruben R. Puentedura, Ph.D.](#)

Reference: [Professor Michael Fullan](#)

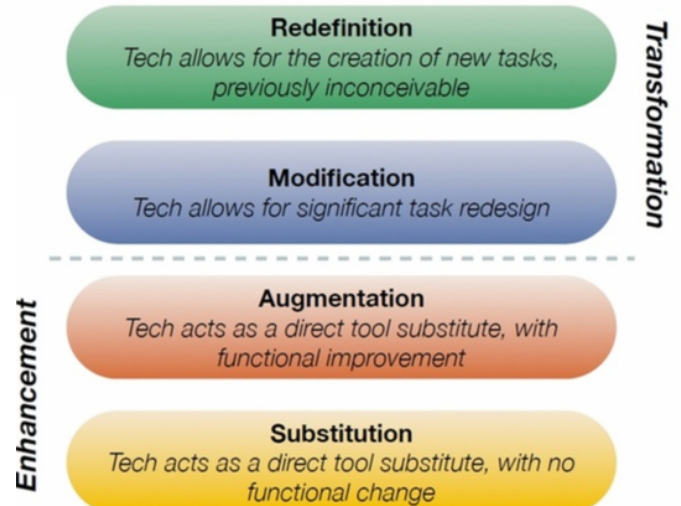


Image the creation of Dr. Ruben Puentedura, Ph.D. <http://www.hippasus.com/rpweblog/>

So where to now?

In Term 4, WESS staff will continue with 1:1 in five Year 5 classes. After considering community feedback through surveys, emails and ongoing parent/carer-teacher conversations, as well as the pilot findings in this document, it is our intention to continue in Year 5 and expand into Year 6 in 2023. Our teaching staff will continue to learn through research, coaching and connecting with key staff from our partner school at BSHS. We will continue to keep our community informed through newsletters and parent/carer sessions. It is our intention to keep 1:1 in the senior years of WESS for the next 2 years. If you would like more information about the 1:1 iPad initiative or have any questions/feedback, please contact us at 1to1@westendss.eq.edu.au.