Technology in Education Project

Parent and Staff Engagement

Report on Consultation Workshops
With
Parents and Staff

Rainworth State School

Rainworth State School is planning the school's approach to meet the upcoming 2020 Australian National Curriculum requirements. As part of this, the Technology in Education project commenced in September 2017 to enable parents and staff to contribute to determining how the school ensures opportunities for our students to best achieve the learning outcomes required from the 2020 National Curriculum.

24 October 2017

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Executive Summary: Parent Engagement in Technology Consultation Workshops

This summary provides an overview of the key points contained in the report about the consultation workshops.

A full copy of the report (including data from the workshops) is available on the school website https://rainworthss.eq.edu.au

The Workshops

70 parents and 35 staff attended the workshops (4 parent workshops and 1 staff workshop) which examined the following.

What do we value in our children's education at Rainworth State School that we want to protect; without limiting the opportunities technology offers to their teaching and learning?

Parents and staff were in close alignment. We value:

- Explicit teaching (goal based, setting high expectations, celebrating success, using the "I do, we do, you do method").
- High achievement in "the basics" of literacy, numeracy, handwriting, spelling, grammar and mental arithmetic.
- A classroom environment that enhances social interaction, communication, working together, confidence, questioning and social norms.
- Encouraging creativity, critical thinking and problem solving.
- Ensuring our children's mental and physical health at school.
- Active, engaged, focussed, hands-on learning that develops passionate, inquisitive life-long learners.
- Teaching strategies that address the needs of the "whole child" and manage the needs of individual children through differentiation.
- Good teaching is paramount. Technology may enhance this but is not substitute for it.

What are the next steps towards decision-making?

Workshop participants identified steps that might assist them to make an informed decision about the use of technology in our school. They ranked these in order of priority as follows.

1. **Understand ICT infrastructure, capacity and support.**
   We need to understand our current school technology infrastructure, capacity and support and our future needs.

2. **Staff professional development and input into the planning and delivery of curriculum using ICT as an educational tool.**
   We need to ensure that our teaching staff have the appropriate skills and knowledge to use ICT as an educational tool and that their skills and knowledge are continually enhanced (for example, through knowledge sharing between teachers and schools).

3. **Communicate what is happening with technology in classrooms – now and in the future**
   We need to ensure that parents understand how technology is currently being used in the classroom, why changes are being proposed to the way technology will be used in the future and what those changes will mean for our children.
   One way of achieving this is through **parent information sessions** on topics such as teachers and students delivering a "classroom experience" for parents; hearing from other schools re their experiences; year level curriculum meetings; safeguarding children's physical and emotional health and wellbeing. Information documents will also be posted on the school website.

4. **Curriculum and "the basics"**
   We must maintain high achievement in the "basics" – literacy, numeracy, spelling, grammar and handwriting. We need to use tools that enhance high achievement in the "basics", rather than detracting from it.

5. **Change Management**
   We need a change management strategy to support the introduction of new technology. This includes a comprehensive plan, clear guidelines, documented processes and a policy for the review and measurement of outcomes (i.e. what is working / not working)

6. **Development of options for ICTs in classrooms**
   We should develop options for the use of ICT in our classrooms and consult with parents and staff about those options.

Progress to Date

There is consensus that planning, preparation and ongoing staff support are critical for successful change. The major "next step" priorities are already being addressed (with the assistance of parent volunteers):

1. ***A presentation on the curriculum and use of ICTs as an educational tool will be made to parents attending the Visioning Workshop on 8 November 2017 (6 30pm – 9 00pm).*** Written materials will be made available via the school website following the workshop.

2. An audit of current school technology infrastructure will commence in early November. This will build on work already done to examine current ICTs and other technology elements including hardware, software, and infrastructure such as Wi-Fi and network support. It will identify replacement, acquisition and upgrade costs facing the school into the future.

3. Staff have contributed valuable feedback and will continue to be actively engaged in all discussion, options and teaching and learning decisions. Professional development continues.

4. A draft Vision for guiding the use of ICTs at the school and a draft set of Principles that reflect the issues raised by parents and staff can be found below. These will form the basis of discussion at the Visioning Workshop on 8 November 2017 to which all parents and staff are invited.

5. A program of parent information sessions is being developed and parents will be asked to indicate their level of interest in attending the proposed sessions

6. The "Parents in Technology" (PET) Advisory Group has been established. It is a volunteer group drawn from a range of backgrounds and they are developing a strategy for effective parent engagement and communication, Membership is at Attachment 2 on the website.

Draft Vision & Principles for ICT – for discussion at workshop on 8 November

Draft Vision		Draft Principles
Our rich learning environments integrate information communication technologies to support our students to become active and independent learners, creative and critical thinkers, confident communicators and responsible digital citizens.		1. Our teachers use explicit evidence based pedagogies. (Ways of teaching). 2. Our school continues to excel in the basics and maintain quality educational outcomes. 3. Handwriting is a skill that is taught, practised and valued. 4. Our classrooms offer stimulating and collaborative environments where social interaction develops children's oral and non-verbal communication skills and ability to work with others. 5. We value and develop creativity in all forms. 6. Through different ways of working our students have diverse opportunities to develop critical thinking and problem solving skills. 7. The physical and social environment of our classrooms support and safeguard children's physical, social and emotional health and wellbeing. 8. We believe that together, the school community has a duty of care to ensure that children understand how to be safe, responsible and critical users of digital technologies. 9. Our staff are actively supported and developed in using ICTs as an educational tool in the classroom.

1. Introduction

Following the announcement of the CLICK Proposal for "Buy Your Own Devices" to be introduced into Year 4 in 2018 at Rainworth State School, there was a significant level of parental questioning and disquiet regarding this initiative.

While some parents strongly supported the initiative, others strongly opposed it, with a large group who appeared undecided and required more information before they could hold an informed opinion.

The School Council decided to contract an external consultant to develop an engagement strategy for parents and staff to have input into the decision making process. It was agreed that the CLICK Proposal would be shelved to enable a broader discussion to take place on the issue of using ICTs in the classroom as an educational tool.

RSS is planning the approach to meet the upcoming 2020 Australian National Curriculum requirements. As part of this, the Technology in Education project commenced in September 2017, to enable parents and staff to contribute to determining how the school ensures opportunities for our students to best achieve the learning outcomes required from the 2020 National Curriculum.

As a State School, Rainworth must align to the National Curriculum, which includes digital-based capabilities. Although our children already use ICTs to enhance learning outcomes, the 2020 National Curriculum requires additional integration of technology across all subject areas and identifies digital skills students are expected to achieve at every year level.
This means that the school will need to:

- Determine how to incorporate the new educational requirements into our curriculum while ensuring that our students develop and maintain quality-learning outcomes across all of the traditional skills, in classrooms that provide rich social environments;
- Consider the range of technology options to ensure our students have the ability to gain critical knowledge, skills and attitudes that will carry them through their lives as digital citizens; and
- Demonstrate learning outcomes with AND without using digital technology

An expected outcome from the engagement is that a range of options for technology use in classrooms will emerge through the consultation process.

The consultant facilitated four workshops with parents on 4 and 5 October 2017 (day and evening time slots) and the Chair of the School Council facilitated a staff workshop, using the same process and presentations, on 17 October 2017.

The findings from the workshops are presented in this report to the School Council and to the school community.

2. Report Structure

This report provides an outline of the engagement workshops including timeframe, participation and process. It lists the priorities for action identified at the workshops; provides an overview of the feedback from parents and staff; and conclusions and proposed actions.

All "raw data" from across the five workshops is collated and available at Attachment 3. This data was collated from activities involving Post-It Notes, butchers paper and "coloured dots" used to identify and rank priorities. The wording in the raw data is original, as written by participants.

3. The Workshops

3.1 Timeframe

It was essential that the engagement process be initiated quickly in response to parents' expressed need for input and information. The workshops were scheduled for the first week of Term 4, 2017. Information was disseminated through the school newsletter, individual fliers and the P&C email list

prior to the school holidays. Additionally, hard copy reminder notices were sent home with children on the first day of term; and a reminder email sent via the P&C email list.

3.2 Participation and Attendance

Approximately 70 parents and 35 staff participated in the workshops. Given the level of controversy around CLICK Proposal, it had been expected that more parents would participate.
It is unclear why more parents did not attend. Possible reasons could include:

- Day and evening meetings were held over two days. However, timing for these meetings may not have suited some people.
- Some parents expressed that they did not wish to get involved due to the level of conflict around the issue.
- Some parents expressed they are happy to leave the decision making in the hands of the school; or thought that the decision had been made.
- Some parents have children who will not be impacted by any decision about the use of technology in Year 4 so may have chosen not to participate.
- Some parents may not have trusted the authenticity of the engagement process.
- The P&C email list may not be complete, and relies on parents registering and updating their contact details. It is not possible to track how many families were reached via this email list. Parents were invited to update their contact details in a hard copy flier.
- Fliers may not have been read in the week prior to the school holidays.

Parents who may not have been involved so far but wish to participate are encouraged to get involved in further activities. All information will be posted on the school website under “Curriculum”.

3.3 The Workshop Process

The workshop focus question was:

- *What do we value in our children’s education at Rainworth State School that we want to protect; without limiting the opportunities technology offers to their teaching and learning?*

The workshop process involved:

- Concise overview of some relevant research.
- Discussion on research findings.
- Identifying what participants value most in their child’s/ students’ education.
- Hopes or concerns about the way increased technology use in the classroom might impact on the areas most valued.
- Identifying what needs to happen to help make an informed decision about the direction of ICTs as an educational tool in the classroom.
- Scanning everyone’s ideas to identify the key priorities for “what’s next”.

NB: Participants in the first workshop provided useful feedback that helped to adapt the following workshops.

4. Workshop Data

The main and very positive message from the workshop data is that parents and staff are thinking alike when it comes to their values, hopes, concerns and priorities. All participants clearly want the best educational, social and wellbeing outcomes for children. There are some differences of opinion in the role technology may play in achieving these, mainly centred around the appropriate age to increase the individual use of classroom technology; and levels of concern around possible impacts on traditional learning and social outcomes. There is also lack of understanding of the current curriculum that incorporates ICTs; the future curriculum demands; how devices will be used in classrooms; and the outcomes that will be achieved.

4.1 The Priorities for Action

There is very clear alignment between the input of teachers and parents. The highest priorities for action across both groups are:

1. **Undertake an analysis of ICT infrastructure, capacity and support.**
   We need to understand the issues that we have with our current ICT infrastructure and identify

what will we need in the future to enable us to use ICTs in the classroom successfully (infrastructure, technical support, costs etc.). This needs to occur in consultation with teachers. Staff also identified this as their key priority and identified current needs and issues including:

a. Loss of teaching time due to technical issues
b. Ability to get online quickly; time wasted due to slow Wi-Fi
c. Connectivity
d. Inability to log on; failure of server, printers, poor internet speed
e. Age of current devices
f. The level of ICT support that will be available on site

(NB: Connectivity / Wi-Fi issues are currently being rectified and works will be complete by the end of this term)

2. **Staff professional development and input into the planning and delivery of ICT as an educational tool.**
   We need to ensure that our teaching staff have the necessary skills to integrate the use of ICTs into the curriculum. We also need to ensure that teaching staff are integrally involved in planning.

3. **Issues include:**
   a. Ongoing staff professional development and up-skilling on appropriate apps and programs; the new ICT curriculum; how to best use technology as a tool in the classroom.
   b. Knowledge sharing between schools that have implemented ICTs to identify what is working well and what is not.

4. **Communicate what is happening now with technology in classrooms and what is proposed.**
   We need to understand how technology is currently being used, the time spent, the content, successes and problems.
   We need to understand the "why" – why is there a need to change; what do we hope to achieve through the change; what is specified in the current and 2020 curricula?
   One way of achieving this is through **parent information sessions** on topics such as teachers and students delivering a "classroom experience" for parents; hearing from other schools re their experiences; year level curriculum meetings; safeguarding children's physical and emotional health and wellbeing. Information documents will also be posted on the school website.

   Information on the curriculum (current and future) and application in the classroom will be presented at the Visioning Workshop on 8 November 2017.

5. **Curriculum and "the basics"**
   Teachers and parent have a strong focus on curriculum, teaching and learning and stressed that technology is just a tool and does not replace good teaching. There is a very strong commitment from parents and teachers to maintain explicit teaching to ensure continuing high achievement in the "basics" – literacy, numeracy spelling, grammar and handwriting.

6. **Change Management**
   Parents identified the importance of having a change management plan in place for the implementation of any new technology. This includes a comprehensive implementation and change management plan, clear guidelines, documented processes and a policy for the review and measurement of outcomes. (i.e. what is working / not working?)

7. **Development of Options for ICTs in classrooms;** and consultation with parents and staff.

4.2 What we value most

Participants were asked to identify those things they most valued in children's education that they wanted to maintain (without limiting the opportunities technology offered to teaching and learning). Below is a summary of the top ranking values from parents and staff. There is major alignment between parent and staff values.

1. Both parents and staff want to ensure that the **teaching and learning of "the basics"** are not negatively impacted by the introduction of ICTs into classroom learning. Parents and teachers strongly support explicit teaching of the basics. Literacy, numeracy, spelling, handwriting, mental

arithmetic and grammar were emphasised. There is a level of concern around children's use of online calculators and spellcheck resulting in lower competence. Handwriting is regarded as a very important basic fine motor skill and means of communication for which children require explicit teaching and much practice.

2. **Social interaction**: High-level focus is placed on interacting with teachers and peers to learn oral communication and interpersonal skills; working with others as a team; and collaborating. No one wishes to see children isolated in front of screens. Interaction in the classroom and working in teams and groups is regarded by parents and staff as critical to learning and reinforcing appropriate social behaviours, respect, listening and confidence.

3. **Learning and pedagogy** (the method and practice of teaching): This includes affirming that technology is an educational tool and does not replace good teaching. Parents and staff value active, engaged, focussed, hands-on learning that develops passionate, inquisitive life-long learners. They reinforce learning should be fun; address the needs of the whole child; and serve the different learning needs of all children through differentiation. Additionally, parents of children who have particular learning support needs value the level of differentiation that devices provide, and their capacity can put children on a "level playing field". An identified risk however is that some children could rely too heavily on the device.

4. **Creativity and creative thinking** are very important, with and without a device.

5. **Emotional wellbeing and resilience**: Enhancing children's wellbeing, self-esteem and mental health are critical. Having robust bullying policies (including online bullying) is crucial.

6. Both staff and parents are aware of the need for **safeguarding children's health** in using devices in the classroom. Issues raised include posture, eyesight, ergonomics, cognition, fine motor skills and device radiation and skin burning. Guidelines for device use and classroom set up are essential. Further information on any of the health issues may be provided through invited guest speakers.

7. **Creating a vision and set of principles** to guide ICT use at Rainworth State School is the next step to assist in guiding decision making. The close alignment between parent and staff priorities and issues is a pleasing foundation for this next piece of work.

4.3 What Excites Us About Technology in the Classroom?

The areas where participants felt hopeful and excited included:

- Technology offers enhanced learning experiences that build on teaching and learning; consolidate learning and knowledge; differentiate learning; and offer flexible delivery
- ICTs provide capacity for spontaneous learning opportunities
- Creative thinking and problem solving will be enhanced
- Encourage thinking for yourself and making good evaluations / decisions
- ICTs enable more readers to access good literature; and assist poor readers
- Technology offers options for a career in STEM
- Children need exposure to changes to ensure that they keep up or ahead of the game. They will learn more than the last generation.
- Helps to prepare children for the real world.
- Offers diversity of curriculum options across learning areas
- Children have new ways to connect with and gain an understanding of society
- Children need to be confident, safe and capable ICT users.
- Parents who support the introduction of individual devices in Year Four identified the importance of real time, real life use of technology to enhance learning. Participants were not asked to identify their level of support, however some parents in the workshops stated that they fully support their Year 4 children participating in ICT enhanced learning in 2018.

4.4 Areas of Concern

Parents concerns centre around seven main issues:

1. A key message from staff and parents is maintenance of the strong tradition of ensuring children at Rainworth **get a strong foundation in the "basics".** The major anxiety was that the teaching methodologies around teaching and reinforcing the "basics" could change and that children would be doing more self-directed individualised learning around literacy, numeracy, grammar and mental arithmetic instead of grounding the learning through explicit teaching. There is concern that use of devices could negatively impact on the current high results.
   Additionally, parents want to ensure that children are taught handwriting; that there is a balanced approach throughout the primary years, and it not superseded by word processing.

2. The impacts of technology on **social interaction and positive classroom environment and mood** created by the teacher and children interacting. There is concern that children could spend too much time online, working alone and not develop effective communication, interpersonal and group / collaboration skills.

3. Concern that use of ICTs could **limit creativity** and "hands on" activities**.**

4. **Time –** fear that time limitations could mean that certain teaching and learning activities might be "dropped" to make way for new technology curriculum and activities.

5. **Age appropriateness –** concern that Year 4 is too early to introduce devices; that their use could impact on "the innocence of childhood" and have negative impacts on wellbeing.

6. Impacts of prolonged day to day use of devices on **children's physical wellbeing** including eyesight, posture, fine motor skills.

Teachers' concerns included most of the issues above and also identified:
- The school's ICT infrastructure and connectivity and time wasted in logging on to devices.
- Level of ICT technology support onsite.
- Need for ongoing teacher professional development and training in best use of devices to achieve enhanced outcomes

4.5 Summary
Staff and parents want to ensure that children at Rainworth State School get a strong foundation in the "basics". The major anxiety was that the teaching methodologies around teaching and reinforcing the "basics" could change and that children could be doing more self-directed individualised learning around literacy, numeracy, grammar and mental arithmetic instead of grounding the learning through explicit teaching. Additionally, parents want to ensure that children are taught handwriting and develop the associated fine motor skills; and that handwriting it is used throughout the primary years, and not superceded by word processing.

It is worth noting here, that the school is committed to explicit teaching in these areas (refer to the school strategic plan and the priorities) and there is no intention of changing the pedagogical approach to the basics.

The social fabric of the school and classrooms is prized and there is high value placed on the relational nature of classrooms; the social interaction that help to teach communication, collaboration, working together and confidence. Play based education, and creativity in all its forms are highly valued.

One important aspect of using ICTs in classrooms is ensuring health and safety. Just as sun safety is enforced at school, parents want to ensure that factors such as impacts on eyesight, posture and fine motor skills are considered and that staff and parents are aware of risk mitigation strategies. The risks to children regarding online safety, and overuse of devices resulting in mental health problems was raised. The emotional wellbeing and resilience of children is highly valued.

The existing values for Rainworth commit to *A holistic approach to childhood development - emotionally, intellectually, physically & socially.* This value would be examined in terms of ICTs used as educational tools – what does it mean for the way we use ICTs in children's education? What guidelines need to be enforced?

5. Next Steps

There is consensus that planning; preparation; and ongoing staff support are critical for successful change. The major "next step" priorities are already being addressed:

1. A presentation on the curriculum and use of ICTs as an educational tool will be made to parents attending the Visioning Workshop on 8 November 2017 (6 30pm – 9 00pm). Written materials will be made available via the school website following the workshop.

2. The audit of current school technology infrastructure will commence in early November. This will examine current ICTs and other technology hardware, software, infrastructure such as Wi-Fi and network support. It will identify replacement, acquisition and upgrade costs facing the school into the future.

3. Teachers have contributed valuable feedback and will continue to be actively engaged in all discussion, options and teaching and learning decisions. Professional development is ongoing.

4. A draft Vision for guiding the use of ICTs at the school, and a draft set of Principles that reflect the issues raised by parents and staff are attached at Attachment 1. These will form the basis of discussion at the Visioning Workshop on 8 November 2017 to which all parents and staff are invited.

5. A program of parent information sessions is being developed and parents will be asked to indicate their level of interest in attending any of the proposed sessions

6. The "Parents in Technology" (PET) Advisory Group has been established. It is a volunteer group drawn from a range of backgrounds and they are developing a strategy for effective parent engagement and communication, which hopefully will inform parent/school communication generally. Membership is at Attachment 2.

6. Conclusion

This process to date, is taking the school closer to defining the possible options for ICT use in the school and for ensuring children at Rainworth are equipped in the best possible way to become active and creative learners, who collaborate, plan, analyse, communicate and develop the knowledge and skills to be responsible digital citizens.

Future key actions include developing a set of options for ICTs; and making decisions about how to best meet the curriculum demands and desired learning outcomes now and following the 2020 curriculum changes, while ensuring those things that are most valued are maintained.

The workshop feedback indicates there is clear alignment between parents and staff on what is valued in children's education at Rainworth. This is a strong foundation for working together to find the best solutions for how ICTs can support our children's education.

Sue Shaw
Ibis Consulting (Qld) Ltd
24 October 2017

ATTACHMENT 1: DRAFT ICT VISION & PRINCIPLES

Draft Vision for guiding the use of ICTs at Rainworth State School

- Our rich learning environments integrate information technologies to support students become active and independent learners, creative and critical thinkers, confident communicators and responsible digital citizens.

Draft Principles to guide implementation and use of ICTs

The DRAFT Principles are based around the 9 key priorities identified by parents and staff.

- Evidence based pedagogy
- Explicit teaching of literacy, numeracy and mental arithmetic
- Excellent assessment results
- Social interaction
- Creativity
- Critical thinking and problem solving
- Physical, social and emotional health
- Cyber safety
- Staff professional development & support

1. Our teachers use explicit evidence based pedagogies. (Ways of teaching).
2. Our school continues to excel in the basics and maintain quality educational outcomes.
3. Handwriting is a skill that is taught, practised and valued.
4. Our classrooms offer stimulating and collaborative environments where social interaction develops children's oral and non-verbal communication skills and ability to work with others.
5. We value and develop creativity in all forms.
6. Through different ways of working our students have diverse opportunities to develop critical thinking and problem solving skills.
7. The physical and social environment of our classrooms support and safeguard children's physical, social and emotional health and wellbeing.
8. We believe that together, the school community has a duty of care to ensure that children understand how to be safe, responsible and critical users of digital technologies.
9. Our staff are actively supported and developed in using ICTs as an educational tool in the classroom.

ATTACHMENT 2: PARENT ENGAGEMENT IN TECHNOLOGY (PET) ADVISORY GROUP

Name	Children's Year Levels	Skills they bring
Matthew Cox (Chair)	Years 2 and 6	• Consultation; communications; strategy
Katie Quirk	Years 2 and 4	• Communications & Marketing, internal and external communications
Jack Krutak	Year 1	• IT and communications industries
Glen Nolan	Year 1; Prep 2018	• Engineering and Information security
Kylee Johnson	Year 1	• Speech therapist • Sense of humour after surviving 5 kids!
Kathryn Wetherell	Prep	• Lawyer and communicator • Believer in measuring success criteria
Darren Swindells	Years 3 and 5	• P&C Representative
Alex Bellamy	Year 1	• School Council representative
Stephen Stocker	Deputy Principal	• Staff Representative

ATTACHMENT 3: INPUT FROM PARENT CONSULTATIONS MEETINGS

Below is the collation of all post-it notes and wall charts from the four parent workshops. All wording is original (as written by parents). There was duplication across many areas. Responses have been collated under themes.
Numbers indicate the number of votes received in the ranking process (Section 1); and number of times identified (Section 2)

Section 1: What are things that need to happen to help make an informed decision about the direction of ICTs as a tool in the classroom?

<table>
<tr><th colspan="4">Priority 1: Analysis of current ICT capacity</th></tr>
<tr><td colspan="3">• Establish the issues with the current system (aging fleet, connectivity, IT support and do this in consultation with teachers.
• Establish future needs</td><td>38</td></tr>
<tr><th colspan="4">Priority 2: Teacher Input/ preparation and planning</th></tr>
<tr><td rowspan="2">• Teacher training and time out to become up skilled</td><td rowspan="2">14</td><td>• Teacher input
• Needs to be a mechanism for teacher input in the next step of this process. Teachers are key – need consistency across delivery.</td><td>30</td></tr>
<tr><td>• Communicate how teachers are being supported through ongoing training and development to prepare for the changes. Get input from Education Qld.</td><td>7</td></tr>
<tr><th colspan="4">Priority 3: Knowledge sharing between schools</th></tr>
<tr><td colspan="3">Knowledge sharing between schools – best practice & lessons learnt
• Get feedback from other schools
• What is working well and what is not?
• Rainworth needs to do its own thing. Look at others successes</td><td>36</td></tr>
<tr><th colspan="4">Priority 4: Communicate what is happening now</th></tr>
<tr><td rowspan="2">• Communicate what we are already doing. Parents are not sure or aware.

• Parents need visibility re what is exactly happening now with tech in the classrooms – time spent; content; problems and successes

• What / how is the school already using tech in Year 4 and Year 5

• Find ways to include student voices in this process</td><td rowspan="2">27</td><td>• Continue to disseminate information widely on all mediums to encourage aren't engagement.</td><td>6</td></tr>
<tr><td>Need to focus on clearly explaining the WHY:
• Why we need to change and what we hope to achieve with these changes
• What is specified by the curriculum re ICT and digital technology</td><td>23</td></tr>
<tr><th colspan="4">Priority 5: Change management and measuring outcomes</th></tr>
<tr><td colspan="3">• Policy for review/ measurement of outcomes (e.g. what is not working; what is working) (Management of future change)
• Have a clear change management process. Include comprehensive plan and guidelines; have documented processes.
• Timeline for implementation and change management – no surprises</td><td>15</td></tr>
<tr><th colspan="4">Priority 6: Create Vision and Principles to Guide ITC use</th></tr>
<tr><td colspan="3">• Create a vision statement and underlying principles that informs technology use
• Define principles for IT use</td><td>15</td></tr>
</table>

<table>
<tr><th colspan="4">Priority 7: Communication Mechanisms</th></tr>
<tr><td colspan="3">• Need online “portal” on school website to house all resources from consultation and decision making process. Use transparent, multi-faceted methods of communications.
• Email l;ink to PET Advisory Group for two way communication.</td><td>7</td></tr>
<tr><th colspan="4">Priority 8: Health & Safety</th></tr>
<tr><td colspan="3">Input of evidence based research and experts relating to the use of technology in the classroom and health and safety issues:
• Device radiation and skin burning
• Health and cognition
• Fine motor skills (OT)
• Posture and ergonomics
• Eye health & myopia</td><td>7</td></tr>
<tr><th colspan="2">Priority 9: Parent information / Sessions</th><th colspan="2">Priority 10: Final Proposal</th></tr>
<tr><td>Parent sessions on different topics so parents can understand the options / constraints etc. on each topic
• Device Ownership Models
• What devices are supported/permitted by the Department
• Examples of what tasks / topics could be done differently
• What do we think is the appropriate type of device; how many students er device; what year level etc
• Rainworth teachers (and/or students) deliver a classroom experience
• More understanding of the digital technologies / ICT capabilities curriculum
• Share definitions of digital literacies / KLAs etc
• Explain the 2020 implementation of the new curriculum
• Shared decision re the best year to introduce laptops in years 4/5 or 6.
• Will technology be used in same way in every classroom
• Can we hear from experts (technology and education) and experiences from other schools and parents</td><td>25</td><td>The final proposal from the school should include:
• Option for opt in / opt out
• Which grades are impacted
• Cost / payment plans / fund raising
• Details for class structure / learning programs
• Device which is preferred / proposed
• Details on IT support
• Feedback consultation period
• Implementation date</td><td>14
(4)
(4)
(3)
(3)</td></tr>
<tr><th colspan="4">These actions occur later in the parent engagement process</th></tr>
<tr><th colspan="4">Priority 11: Develop, explain and discuss the different options</th></tr>
<tr><td colspan="3">What are the different options for student technology use in classrooms?
Explain and discuss the different options e.g.:
• Computer lab
• Shared devices
• 1:1 devices
• School owned
• School funded
• Other options for funding devices
• Don’t come home
• Shared – lower ratio in younger years / higher ratio in Years 4-6
• Government role to adequately fund hardware and software which the curriculum demands
• List of options setting out timeframes and cost estimates for potential responses to curriculum changes
• Discuss models – pros and cons
• Options and feasibility and timelines
• Once decisions are made, a detailed document provided to parents with more details / specifics</td><td>38</td></tr>
<tr><th colspan="4">Priority 12: Decisions to be Made</th></tr>
<tr><td>Everyone agreed technology is important. The nub of the argument we need to get to</td><td>9</td><td>• A decision needs to be made as to what is the “correct” year level to commence if BYO</td><td>9</td></tr>
</table>

is HOW it is to be introduced e.g.: • 1:1 or via labs. • 1 hour per week V 60% of the day • Grade 4 or grade 6?		1:1 goes ahead.	
• There should not be a significant increase in screen usage in classrooms until Year 6	20	• School decision to be committed to no opt in /opt out	7
Equity			
• Should be the same opportunities within schools and between schools			1
Parent Workshops			
• Simplify the workshops. Limit the broad ranging discussion on all ICT related issues and move the focus onto options			1
Technology Audit of Homes			
• Audit of current technology in the home			2

Section 2: HARD DATA FROM POST IT NOTES / WALL SHEETS ETC

What we value most

The Basics • Explicit teaching of literacy and numeracy • Focus on the foundational skills in education • Basic maths and spelling maintained • Kids developing the basics in reading, writing, maths etc • Spelling without the use of spellcheck • Numeracy and financial competence • Grammar skills without relying on computer correction • Reading for enjoyment • Numeracy without calculators – being able to estimate • Numeracy • Numeracy in workbooks and text books; sharing to work out solutions • Spelling • Spelling – learn speech sounds in workbooks • Reading comprehension • Core skills – reading, writing, spelling, mental maths • Central focus on literacy • Central focus on numeracy • Maths skills • Numeracy – hands on; understanding the essential skills • Mental arithmetic • Written communication • Love of reading and books • Education outcomes – literate and numerate • Grammar • Vocabulary • Mathematics to be taught explicitly	40	**Social interactions** • With classmates and teachers • Positive social engagement • Social engagement in the classroom, not isolation • Social skills • Ability to read social cues • Social exchange of ideas in classroom – discussion • Relating to people of all ages and backgrounds • Having good conversations • Multiple voices • Collaboration; working collaboratively • Face to face with teacher – valuable • Ability to listen • Group Work • Happy socialisation – interacting with others with respect and kindness • Communication skills • Learning to adapt to change • How to interact with other human beings • Socialising with people Vs social media • Positive competence interaction with teachers and peers • Develop relationships (friends, teachers etc) • Conversational skills • Social values and manners • Socialising without technology • Interpersonal skills • Social and community integration • Respect – for teachers, staff, peers, everyone • Courtesy – respect for others	35
Handwriting • Consolidation of literacy through handwriting • Pencil on paper • Preserving hand written work – neuro science suggests handwriting locks information into long term memory effectively • Handwritten work and skills	21	**Creativity & Creative Thinking** • Creativity without using a screen • Creative writing incorporating drawing and symbols • Creative writing – plan and stories in workbooks • Creative thinking • Environment where creative thinking flourishes	16
Learning • Mixed modes of learning and teaching • The structure of learning • Engagement and interest in learning • A willingness to learn • Being able to succeed at their own pace • Learning to learn • Persistence in learning • Lifelong learning • Reflection – understanding what they think and feel • Encourage to be curious • A passion for learning • Focused concentration • Conceptual learning (eg science)	18	**Emotional wellbeing** • Belonging – feeling part of the classroom cohort • Robust system to prevent bullying • Social and emotional wellbeing • Focus on resilience • Social and emotional wellbeing (mental health) and self esteem	12

• Understanding how children learn; and being a good learner • Learning needs to be fun • Play • Opportunities to play			
• **Critical thinking skills**	8	**Problem solving** • Thinking skills • Independent thinking • Demonstrated thinking process that reaches an outcome	8
Online Safety • Ensuring a safe digital footprint • Digital licence • Teach online safety • Protection from online issues • Cyber citizenship	7	**Oral Communication** • Ability to express themselves orally and in writing • Confident oral presentation • Confidence in verbal communication • Effective communicator	6
Working together • Teamwork • Working in a community • Getting along • Collaboration • Ability to work collaboratively – getting along	6	**Confidence** • Confidence to ask questions • Develop confidence in own ability to achieve goals	4
• Innocence • Being a child	4	• Nurturing environment • Physical environment	4
Role of teachers • Teachers who create happy respectful students • Structure and mood created in the classroom • Maintain a somewhat carefree life at school (ie throw school bags on the ground)	3	• **Risk taking** an a safe environment	3
Desire to learn • Intellectual independence • Learning agility • Engagement in the classroom • Not being afraid of the “new” • Personal achievement • High achiever	4	• **Fine motor skills**	3
Support • Support for at-risk children; slipping through the gap • Support • Support kids with different learning needs • Using a device improves learning outcomes for children with extra needs or a disability	4		
• Maintain current academic outcomes	1	• **Brain activity** • Cognitive ability	2
• Individuality	2	• Child’s engagement with the teacher (knowing where the child is at)	1
• A gradual introduction of technology – phase in, build and grow	1	• Environmental education and the importance of nature	1
• Empathy	1		
• Confidence	2	• Support for all learning	1
• Sport	1	• School spirit • Community spirit	2

• Story writing	1	• Ethics	1
• Inclusiveness	1	• LOTE • Foreign language	2

What excites me

• Excited about spontaneous learning opportunities	1	• Ready for the real world	1
• Typing and word processing skills	1	• Music (analogue)	1
• Technology options for a career in STEM	1	• Offers diversity of curriculum across learning areas	1
• STEM and investing in a science lab	1	• Understanding of society	1
• Exposure to changes to ensure that they keep up or ahead of the game. Learn more than the last generation.	1	• We need confident, safe and capable ICT users	1

What concerns me

Responsibility of looking after a device • When and how does it come home • Carrying and using the device re OHS	3	• Accessible by all – the cost model • Social equity • Cost – for four children this is a lot of money	3
• Brain wiring • Brain development • Using writing and oral skills to help information retention	3	• Why year 4 • Age appropriateness	2
Maturity of children	1	• Mental health • Long term mental wellbeing	3
• Attention • Minimal distractions • Timewasting	3	• OHS and how it is applied • Time spent on computers – eyes • Physical activity • Posture • Health • Physical health	6
Childs sense of entitlement coming with ownership a device	1	• Lost opportunities for social interaction, critical thinking and working in teams	1
I do not want my children having ownership of or bringing home a device	1	• Flexibility with the options developed	1
I am against iPads as primary device	1	• Conduct a technology audit of RSS families	1
No further intrusion of technology at home	1	• Where is the evidence of educational outcomes	1
Financial expectations of the school to keep computers updated	1	• Define acceptable time and measurements for time on screen	1
Homework completed in books not computers	1	• Teachers need to educate, not being pulled away by tech support	1
Focus and performance – catching distraction	1	• Is there proven pedagogy	1
Don't turn to technology too quickly for the answer rather than thinking about things properly	1	• Infrastructure needs - power points	1
Concerned that current laptops are 3 years old and need replacing. Is the school implementing this program simply to replace out of date laptops?	1		

What stands out from the discussions?

Curriculum

There is a need for information to parents on:

- What is the current IT curriculum
- What is in use now – equipment and examples
- What are the proposed changes to the curriculum
- What is RSS proposing above the curriculum changes

Parents need the opportunity to discuss:

- Why
- How
- When
- Year level

This needs to occur before a framework is developed. Then parents provide feedback on the framework before implementation.

Use of the device

- Clarity needed on how the learning device is to be used. What is its exact use?
- What is time spent on a device going to replace during class time?
- Looking at the displayed examples of Year 6 work done on existing IT equipment, how would this change if students have their own device?
- How much time of the 4.5 hours of teaching time will be allocated to ITC usage? Now and in the future?
- Will use of devices "steal" for time spent now on socialising and other tasks activities?
- What will be the rules around screen time and how will these be managed?
- It's a core curriculum requirement that requires use of technology. How will technology impact current technology use?

Logistics, Infrastructure and Support

- Logistically, how is it going to work re IT support, losing / breaking the device
- What IT resources does RSS have?
- Why can't resources be pooled to establish more class sets of devices?
- How well equipped will the school be regarding ICT infrastructure?

Learning

- When / what year level should individual devices be introduced?
- Ensure that the core education components are enhanced with inclusion of ICT.
- Is this a fundamental change to the curriculum?
- Concern that ICTs are used as "filler tasks" / for managing difficult children.
- ICT are a part of the curriculum, instead of as a tool for learning (it's a new skillset)
- Important to choose which tool is best for the task:
  - Time and place
  - How will it be used
  - Why use it
  - Cost and resourcing

Evidence

- There is a lack of primary school specific evidence to show "benefit to me".

Teacher Capability

- What training will be provided to teachers / educators?
- How confident and capable will our teachers be in using ICT in the classroom? What support will they be given in terms of teaching skills and ICT support skills?
- What tools will be given to teachers to support monitoring of use and behaviour by students in using ICTs? How will teachers be enabled to ensure students are using computers as a tool and not a toy?
- Teacher support

Health Risks

- Concern re eyes and posture
- Weight of device, posture, eye sight

Environmental considerations

Change Management

- How will the changes involved in moving to one-on-one devices be managed? Must be an effective change management plan

- Policies and Strategies
- What are the policies and strategies at school level that will guide the use of ICT?

Vision and principles
- Vision and principles related to ICT use
- The devil is in the detail with this. The higher-level Vision and principles are fine, but the issues will come when you get into it.

Other Schools
- There is anecdotal feedback of negative experiences from other parents.

Equity

Communication
- Communication between school and parents – help parents to be aware of / understand what students are doing at school.

Input from parents of Years 5-6 (some of whom have high school aged children)

NB: some parents are also teachers and shared their experiences with classroom devices

Transition to High School
- Individual devices help the transition to high school.
- Everyone says – they will pick it up. Yes they will, but it puts them under a lot of extra pressure in Year 7.
- Do we need to prepare our kids for a range of devices – eg iPads, PCs and Apple/Macs?
- There are no restrictions on access at high school. Kids need to know how to be safe.

For high school, kids need:
- Email
- Typing
- Referencing
- Cultural literacy
- Search function
- Hyperlinks
- Online reading
- ICTs in classrooms work best when you have good teachers who manage the class well. Good teachers know when children are being distracted.
- Teachers need to know the outcomes that are wanted:
    - For example –amount of exposure – you need common rules across class levels.
- Using ICTs tasks can be used for double assessments. For example, the task can be assessed for English and for Media.

With a one to one device, what would change other than the "logistics" and timetabling?
- Students develop higher level skills
- Personalisation of a tool – they save things to a personal drive; they develop personal templates.
- In a family, individual iPads and phones look and feel different. We don't share phones. It's different having your own device.

What difference does it make having devices in the classroom?
- Computer labs do not work. Indooroopilly SS has 18 laptops between four classes on a trolley. It creates a fake environment:
    - *"Now we are going to use the computer for an hour".*
    - Its slow to log on; there is no integration across learning areas/topics
    - No one uses devices like that in the real world.
- Having one to one devices means it's there if I need it; if I need to find information etc – it's at hand.
- In class, something comes up and we have access to computers so we can do Y. If we did not have computers it's a roadblock, a lost opportunity to teach and learn.
- Teachers use their mobile phones in classes if there are no devices.
- We will see growth in Australian standards – you need the right tools for the tasks, and the ability to integrate apps with the areas of teaching and learning.
- Collaboration levels rise significantly
- Teachers must have strict rules around games.

Parents and teachers need to be asking "What could we be doing?"

The school should map the curriculum scope and sequence from Prep to Year 6. It's very clear.

The challenges for teachers:
Trust of the teacher from parents and the school Administration re use of devices in classrooms

- Eg: Not using the device at all today, but tomorrow we might use it more
- If it's not used every day, parents question the BYOD.
- Also, if you don't use it every day, kids stop bringing them to school

- Start a new initiative with one year level. Must have teachers on board and ready. Teacher preparedness is critical.
- The teachers at the Year level introducing devices need a lot of PD

In a Bring Your Own model, used at a state primary school, students bring the family iPad.

- Children cannot get online while at school. All Apps are downloaded for use.
- This causes problems with updates re parents do not update apps in a timely manner and kids cannot access them
- Adding new Apps – has to be done at home because there is no internet access for iPads at the school

There is a very low breakage rate across all schools represented at the meeting.

- At RSS, there has been loss of one iPad – an accident in the library via a cracked screen
- Kids are very responsible. Year 3 children carry $2000 worth of laptops back to classrooms and are very careful.

Devices especially support children with special needs.

- When everyone in the class has a device they feel a sense of belonging rather than isolated by their use of the device. "Just like everyone else"
- They are especially useful for children with dyslexia; and those children who have problems with handwriting. The device gives them an opportunity to express themselves, get their thoughts down in text, which they are unable to do via handwriting. (It's not replacing handwriting, but it's using a tool to overcome an expression problem)
    - Examples of children who cannot write more than 3 lines, but produce 2 page stories on the iPad
    - Kids also use SIRI to speed up searches

Children are inspired to learn using devices but need skills

- In the old days we looked things up in encyclopaedias. Now they have so many amazing and up to date resources at their fingertips. They need to learn how to access them, they lack the skills to work out what is important, to critique information, not plagiarise.
- There is a lot of poorly written / poorly researched content on the internet. Children need to develop critical thinking skills; to recognise and discard what is not true.
- Devices are an educational tool. While the curriculum might appear separate, ICTs can be used to integrate the ICT / academic components
- Children and adults today need communication and collaboration skills more than ever.
- We mustn't disadvantage our kids because of the rate IT and devices are progressing.

What hopes or concerns do you have about the way increased technology use in the classroom might impact on the areas you value?

Value	Hopes	Concerns
• Creativity o Non-screen based, using different materials	• This to be maintained and valued	• Limited through rigid use of technology
• Face to face teaching time	• There must be balance	• Technology will be counter-productive on valuable teaching on the fundamentals • Keep fluidity in the classroom rather than stopping and opening laptops
• Innocence of children; and age appropriateness of ICT use	• Keep allowing children to be children	• Children will become too "adult" too early.
• Learning agility; skills sets for the future; and community expectations	• Maintain flexibility and be reasonable	• There is not enough applicable research. Does RSS need to be ahead of the game?
Fundamental skills: • Literacy • Numeracy • Ability to listen • Fine motor skills • Memory recall	• Maintain time to learn and to practice • Handwriting is preserved • Kinaesthetic benefit of handwriting (and retention of information) is maintained • Children achieve foundation skills in literacy and numeracy prior to engaging with ICTs	• That increased ICT will not preserve fundamental skills • Technology redundancy
• Social interaction • Empathy • Passion for learning • Engagement • Learning style differentiation • Innocence • Emotional intelligence • Parents remaining engaged with the content of their child's learning		• Parents alienated from what their children are doing • Focus in school becomes less of resilience, confidence and strong, grounded personalities
• Eye sight • Physical activity • Ergonomics	Eyesight is not compromised	• Excessive time in sedentary postures
• Homework is done with parents' oversight and teachers marking • Teachers' marking is transparent and comprehensive	This approach is able to be maintained if homework is to be done on devices	• Feedback provided to students and parents needs to be comprehensive
• Our children's early years of education is being done in a classroom with a teacher but without the worry of a device. • They need to get the basics right – literacy, numeracy and comprehension	Hope that the basics area is not compromised	• That a device will impact negatively on thorough basic education and will mean that these early days are more stressful for kids and teachers.
• STEM • Science • Learning from and using the natural world at school	Technology can be integrated seamlessly into science teaching especially natural sciences	• That the natural world won't be used as much in teaching
• High calibre teachers, trained optimally, given some autonomy about WHEN to use technology	That teachers and supported and trained in using technology to teach the basics	• That teachers will be overwhelmed by having to manage devices and students.
• Ability to: • Read a broad range of texts	The current excellent outcomes at RSS are maintained	Introduction of technology will: • Reduce time spent on reading and

• Comprehension • Critical thinking		comprehension • Reduce current outcomes • Impact teachers' methods of teaching these critical things Big concern is when is the RIGHT time to introduce an "own device" program
• Creative writing – the ability to plan stories using imagination, drawings and symbols	That using more technology wont limit / inhibit the use of imagination	• Increasing the use of technology in the classroom will NOT enhance that creativity.
• Handwriting • The link between writing something and learning it (Look / cover / write / say)	Our kids still learn to write legibly and to spell independently and to retain spelling. AND They will learn how to touch type	• Spellcheck will negatively impact on spelling. • Typing will negatively impact on fine motor skills. • Who will teach typing?
• Social interaction and positive classroom environment and mood; created by the teacher and kids interacting	Maintain opportunities for positive social interactions in the classroom	• Teachers will be focused on the devices rather than the children. • There will be increased differentiation in learning needs • Children will be more isolated from each other and from the teacher (socially and emotionally_
• Value our kids being kids		• Worry that they'll have to grow up and "be responsible" too soon
• Communication • Written • Oral • Diversity • Body Language / non-verbal • Social skills	By introducing computer devices, students will get more out of the subject / concept than they would otherwise have had access to	• Not to lose face to face / visual communication
• Core skills • Spelling; numeracy; grammar, music, art / dance / drama	• Hope they are all still valued and not dropped. • Keep children's options open so they don't lose the ability to hold paint brushes, pencils, art pencils etc • Enhance education; not replace it • Students have a reasonable level of competency before they move to devices so they don't feel left behind or anxious.	• What is going to be dropped to bring in the new curriculum? • Don't rely on technology to think for kids; but use technology to expand their thinking. • Fears are kids can't spell because of "spellcheck" reliance; don't have skills to proof read and function manually. • They must not lose the "enjoyment of learning".
• Collaboration	Hope kids learn more through collaboration and inspire each other	• Stronger personalities take over; others lose confidence; anxious if not keeping up
• Mixed modes of teaching	To continue	• Don't just rely on computers. Still use auditory / writing etc
• Love of learning / foster creativity	Continue to be supported and results in engagement	• Lose sight of what's important
• Social emotional wellbeing; opportunity	Enhance the value of these	• The online presence takes

to play; be a child; resilience	elements	over; no balance; less real world interaction
• Importance of literacy and numeracy	Keep up what is working well	
• Develop collaborative skills, communication skills	These are skills for the future	• Don't replace hands on opportunities with devices. Use different tools
• Excellent supportive teaching	Teachers have access to training and time to plan	• No further intrusion of technology at home
• Family balance / clear school communication		
• A passion for learning; a love of reading and books	Keep up the great work that is being done in the school	
• Diversity of curriculum	Provide different opportunities to learn	
• Environmental education	Technology helps to promote sustainability across the school	
• Ability to handwrite	Technology does not impact on this	
• Creative skills, social skills, play, confidence, inclusiveness, being able to succeed at their own pace, individuality, communication skills, emotional wellbeing; a willingness to learn, critical thinking, collaboration, good posture, core skills (reading writing, spelling, mental maths); and linking home and school	The school currently does all of these things and will enhance them with ITC	• There may be less time for the "values" with implementation of the ICTs • Could move class sets? • Concerns re (screen) time spent outside of school. • Stealing time from socialising, other tasks and activities • Concern if there is a fundamental change to the curriculum • Concerns re fuller curriculum tasks; managing difficult children • The cost • Eyes and posture risks • Time and effort required for teacher training • Not keen on opt in / opt out
• Social skills and team work	ICTs can take away geographic barriers	• ICTs could undermine; and children lose the ability to learn social skills • Cyber bullying
• Handwriting	Allow time to practice handwriting	• Lose the ability to handwrite
• Problem solving / creativity	Introduce robotics / coding	• Own ideas could be lost • Kids need time to think and technology speeds things up • They need time to talk to each other
• Physical education / sport	Important	
• Good quality / engaged teachers	Tech will enhance teachers' and get more out of children	• Tech will detract or replace from engaged teachers
• Social engagement	Tech will enhance a "people-based" social interaction through collaboration or other needs	• The use of tech will detract from people interaction including the development of resilience, empathy and general communication
• Creativity	Tech will enable creative thinking to flourish	• Too much focus on technology / process

		based activities and not enough on organic learning.
• Support of “at risk” kids	Tech will support these kids	• Tech will result in even higher gaps.
• Mental arithmetic (a core skill)	Students will retain mental agility relating to this and associated confidence (without a device)	• Tech will prevent them gaining core skills and erode social and emotional wellbeing
• Mental health and wellbeing (social and emotional)	Enhance collaboration and promote an alternative medium for this	
• Hand writing (core skill)		• Tech impacts the development of fine motor skills and endurance by reducing practice
• Spelling and Grammar (Core Skills)	Retain fundamental skills relating to this	• Over-reliance on spell check etc will erode the skill-set.
• Spelling	• Spelling continues to be taught explicitly • ICT is used to enhance spelling skills • ICT is used for instant feedback	• Automation leads to laziness; child not taking time to learn from mistakes
• Collaboration	• Peer based learning working collaboratively on ICT based creative projects • Exploring subjects together (teacher and students) • “Wow factor” at the end of a group project	• Kids having difficulties are left behind and don’t get the same outcomes as more confident kids
• Fundamental skills (handwriting, spelling & mental arithmetic)	• Develop strong skills	• Research shows that use of ICTs does not contribute or detract from developing skills
• Creative thinking	• Develop strong skills • Collaboration • Allow unbounded thinking at times	• Look too quickly use existing work • Not explore real creativity, instead add minor enhancements
• School spirit	• Camaraderie • Sense of belonging • Supporting others	• Technology is more isolating • Alienate those who have different values and beliefs
• Effective communication – oral and written	• Confidently express own thoughts • Effectively understand others views	• Easy to poll what others think
• Robust system to prevent bullying		
• Social values; manners; conversational skills; etc	• Maintain and enhance	• Stops / limits interaction with classmates and at home
• Independent thinking	• Maintain and enhance	• We could become lazy and “dumb-down”
• Learning Support	• All kids will be supported to be the best they can be	
• Handwriting	• Don’t want to lose it	• Unable to write legibly
• Spelling		• Reliance on spell-check
• Creative thinking	• Broaden creative thinking	• Fear that they may use certain tools that are easy and they get lazy
• Critical thinking	• Opportunities to broaden; become critical evaluators	• Believe everything they read

	of information provided or discovered	
• Cyber Citizenship	• Treat other people's laptops with respect	• Bullying, safety, scrutiny
• Learning to learn	• Assists with this – becomes an engaging tool and enhances learning	• Toy / tool distraction

ATTACHMENT 4: RAW DATA STAFF WORKSHOP

SECTION 1: What are things that need to happen to help make an informed decision about the direction of ICTs as a tool in the classroom?			
School ICT Infrastructure & Support	**46**	**Staff**	**32**
ICT infrastructure • Loss of teaching time due to technical issues • Ability to get online quickly; time wasted due to slow Wi-Fi • Connectivity • Inability to log on; failure of server, printers, poor internet speed • Our devices are OLD (ancient) • Connectivity needs to be upgraded	**43**	• Interested to know what training was implemented at other schools for teachers when new technology was introduced. • Advice re best apps and programs to use • Up-skilling for teachers is very important • Teachers need to be up-skilled • Staff education, training and PD • All staff need an understanding of how ICTs / technology works – courses are available. • How are we going to use the technology	
• Charging issues – morning session isn't long enough • Must be consistency across the school re software • Storage and access in lower classes	**3**	• RSS teachers are highly capable	**1**
ICT Support	**20**	**Curriculum**	**26**
• Will we have more than one day per week of ICT help? • Will we have a tech specialist 5 days per week?		• Curriculum must be the focus –technology is just the tool • Current shared devices in Years 5 & 6 limit success • Curriculum ICTs throughout all subjects makes it very difficult when we do not have enough devices • ICTs are good for differentiation • No 1:1 Devices - Children may find they are behind when they go to high school • How do we best prepare younger students so that they are prepared for devices? • Is there a sequential curriculum for technology?	
Logistics	**10**	**Enhance creativity**	**6**
• Space on the tables • Storage • Charging • Have secure docking stations at school • Should students bring their own device or all have the same device? • iPads or laptops? • How do school decisions impact on family decisions? • Students "losing" work • No passwords on iPads! • Battery charging • How do children bring / take home • Ownership and responsibilities • Software updates • What system do we use?			
Questions Raised		**e-safety**	**1**
• Are ICTs enhancing the learning?	**10**		
• Is Year 4 the best year to start? • What is the best year to start 1:1	**4**		
• iPads or laptops?	**8**		

SECTION 2: HARD DATA – FROM POST-IT NOTES AND WALL SHEETS

What we value most

The basics	10	Social Interaction	21
• Love reading and books • Spelling X 2 • Handwriting X 2 • Enthusiastic readers • Oral language • Curriculum and extras are stable at RSS • Fine motor skills • The "basics" need to be explicitly taught (numeracy, literacy, handwriting)		• Interaction • Being able to communicate and express oneself • Confidence when speaking publicly • Communication • Collaboration • Able to work collaboratively • Social skills 3 • Manners • Personal interaction • Working in teams • Oral communication skills • Ability to express themselves orally and in written form • Social outcomes • Respect • Communication skills and human interaction • Social relationships • Interpersonal relationships • Appropriate social behaviours	
Handwriting	**3**	**Creativity & Creative Thinking**	**8**
• Fine motor skills are maintained. • Some handwriting work for publishing • Handwriting		• Creativity • Creativity – students and teachers • Explorative, creative and imaginative • Creative thinking & problem solving skills • Creativity and imagination	
Learning	**15**	**Emotional Wellbeing**	**8**
• Technology as just one facet of education • Engagement • Fun learning activities • Hands on learning • Active learning • Engaged learning • Hands on manipulative play – pedagogically appropriate • Educational outcomes in general and through engagement • Children's educational needs are a priority • Differentiation • The whole child • The use and valuable integration of technology • Confident learners • Attention span		• Social & emotional wellbeing • Balance of life • Being a child • Teacher / student relationship • Social emotional wellbeing and mental health • Resilience • Family life balance • Resilient and happy kids	
Problem Solving	**4**	**Health**	**6**
• Problem Solvers • Inquisitive		• Physical Education • Movement • Health • Posture • Eye sight • Fine motor	
Teacher Input	**3**	**Cyber Safety**	**2**
• Teachers' input into program used		• Cyber safety sessions are maintained or held more often	

		• Safety on line	
Values	**1**		
• Family vs school values			

WHAT STOOD OUT FROM THE DISCUSSIONS?

Teaching

- Explicit good teaching is crucial
- Teacher training – it's still the teacher who makes the biggest difference
- Teaching and pedagogy is still the key
- Time – do we have enough time in the day?

Staff

- Up-skilling of teachers is still essential
- We as a staff, need to be up-skilling NOW for 2020 ICT curriculum

ICTs in Education

- Some schools have been 1:1 BYO Device far longer than we have realised
- RSS needs to "Catch up" with ICT usage
- Small children use devices technology is being utilised at a younger age
- It's a shock that technology isn't wanted
- RSS is late to introduce a device program
- Because of the way society is heading, something (ICTs/ technology) needs to be implemented (eg 1:1 devices)
- Compared to other schools, we are VERY far behind – most feeder schools have already done it
- There is a fear of home use
- Will bring us in line with other schools and make parent choices easier
- This is global
- RSS is behind the 8-ball
- Kids at RSS will be disadvantaged if not introduced – they will be behind their peers
- Children may find they are behind when they reach high school
- ICTs do not replace good teaching
- It's putting us in line with other schools already implementing ICTs

Research

- Science, maths and English marks won't improve with technology
- The research is inconclusive
- Teachers; ability to teach with the devices is paramount to student learning outcomes
- Need to understand the success rate from local schools already doing it. Which models are working well?
- Children are already accessing technology at home

What hopes or concerns do you have about the way increased technology use in the classroom might impact on those areas you value?

Value	Hopes	Concerns
Teachers' input into programs is used	Teachers' opinions will be valued and support provided to up-skill in the environment	• May not be able to access the correct PD. PD may not continue after a few months • If implemented in the early years, will teachers be consulted?
Educational outcomes	Enhanced learning experiences that: • Build on • Consolidate • Differentiate • Offer flexible delivery	
	Creative thinking and problem solving will be enhanced	• Laptops could be over used
Age appropriate pedagogy	• To continue the manipulative, hands on approach	• Technology will replace this and pedagogy will be eroded
	Children are still engaging all their senses in their learning – • The whole child – confident; inquisitive; resilient; persistent; problem solvers; active learners	• That learning will become automated
Focussed attention	• Maintain children's attention and interest; and ensure children do not become accustomed to instant gratification	• That increased screen time might have negative impacts on students' ability to attend
Cyber safety	• Hope children will be safe / learn how to be safe on a device • Cyber safety sessions continue in lower school • Children and taught about the dangers and how to make good choices	• It's hard to monitor • Log-ons • Cyber bullying at school through email. • Students accessing inappropriate material – getting around the firewall
Spelling / handwriting / fine motor skills	• It is maintained. At times, written work as final published copy •	• Laptops could be over used • Keyboarding skills overtake amount of time spent writing
Differentiation	• Support children with learning needs through accessing the curriculum	• Children with learning needs may depend on the devices
Creativity	• Continue developing creativity • That opportunities to enhance and encourage this will continue to be a focus at RSS	• May not be valued or incorporated into technology • Some "limitations" with ICTs? • Do parents know what programs to use?
Critical Thinking	• Encourage thinking for yourself and making good evaluations / decisions	• Google and SIRI will take this need away?
Collaboration	• Use technology for collaborative learning and sharing	• Become more insular if not used properly – teachers rely on technology for "busy work".
Communication and Social Skills	• Continue to be able to communicate and express oneself • Sharing ideas, programs, apps – expanded throughout the school and beyond; presentations	• Children use technology inappropriately; or cannot communicate without technology
	• That using ICTs does not "take	• Some children may make ICTs

	over" the general social skills and interaction	their focus rather than dealing with social interactions
	• They can use ICTs to communicate effectively	• But it's not their only way to communicate
	• Interpersonal relationships will continue to be valued because communication is critical	• That appropriate social behaviours and cues will be lost
	• That children continue to be great problem solvers and share their knowledge • Social skills and oral language will be maintained	• Children will get addicted and not interact with each other as much • Kids with ASD will be dependent on technology and will find it hard to "come off" technology
Teacher / student relationship	• Stay engaged	• Technology does not become the teacher • Develop key boarding skills
Social and emotional wellbeing	• Keep a balanced life	•
Resilient and happy kids	• That this continues and ICTs do not impact on this over time	• The use of ICTs may have an impact on this
Physical health	• Keeping active • Effective set up of laptops to allow for good posture, hand placement, eye level to screen	• Back, fine motor, vision, posture and neck issues • Getting "stuck" on a computer • Cluttered desk space; poor work space set up
Love reading and books	• ICTs enable more readers to access good literature; and assist poor readers	
The basics need to be explicitly taught	• Learning is enhanced through ICTs	• Over use of ICTs; busy work
Spelling	• ICTs reinforce knowledge	• Time limitations • Spellcheck • Less automation
Hands on learning	• Activity based; learning by experience	
Fun learning activities	• A variety of experiences	• No time • Pressure to use devices more • Too many departmental demands to follow as it is • Too structured
Growth	• Learning doesn't stall	• Not academically progressing
Engagement	• Cater for all types of learners	
Family V school values	• That school decisions do not impact on family choices • Family life balance is maintained	• Some families may find it difficult to set boundaries • There may be increased homework and stress • Should homework be online? • Parent expectations re usage