Parent Engagement in Technology (PET)

The Plan

Engaging parents in the discussions about technology in education is critical. Technology is an integral part of our lives at home, at school and at work. It's an integral part of our future, and our children are growing up in a world where we cannot even imagine how technology might impact on their lives, their work and their leisure.

Consultation with parents will explore

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

The input from parents and staff will help to inform the school to use technology as a valued educational tool. The aim of the consultation is to identify the aspects of children's education at Rainworth that are highly valued; a set of broad principles that can guide teaching and learning; and develop a range of options around providing devices and technology support that best meet the identified educational needs.

A Parent Engagement in Technology (PET) Advisory Group will be established to oversee communications to parents. Membership totalling 8 people, will comprise representatives of the School Council, P&C and parents. If you are passionate about effective communication, and have some useful skills that a nomination form is attached.

Timeframe
We are aiming to hold a parent workshop on **WENESDAY 8 NOVEMBER** to report back on the initial consultation meetings and identify the values and principles to guide decisions about using technology in the education of the our children.
Further avenues to provide feedback on the vision and principles will be available in 2018.

Concurrently, it is expected that a range of options for classroom technology will emerge from parent and staff consultations and that interested parents can contribute to developing these. Parents and staff will be consulted on these options.

How long will it be before decisions are made? We hope to be well down the track by Easter 2018, with final decisions made before the start of Term 3. This allows for necessary planning for 2019.

Who makes the final decisions?
In this model of engagement, there is a commitment to work directly with parents throughout the process to ensure that hopes and concerns are understood and considered. Across a school community it is not expected that everyone will agree on everything! However, there is likely to be much "common ground". The ultimate decision maker in this process is the Principal, within the structure of the School Council.

Feedback and reports from all meetings will be available to all parents and carers via email, the school newsletter and the school website.

We will use the P&C email list to distribute emails to parents (this is different to the school email list). Only official school communications are sent via this list. Please ensure that the P&C has your current email address.

> **To check whether the P&C has your current email address or if you wish to change or add an email address, please email the P&C at rainworthparents@gmail.com**

Overview of Research

GUIDELINES FOR KIDS AND SMART PHONES

#1 No technology in the bedroom
- The number one recommendation from experts in addressing cyber bullying. Cyber bullying is most likely to occur behind a closed door.

#2 No screens at bedtime or during family time
- Set time limits NOW! You don't have to confiscate their phones, you can get an that can automatically block activity at a certain time or when a time limit is exceeded.

#3 Approval required
- Only allow apps to be downloaded if approved by parents or block access to app store purchases with a password.

#4 Understand online security and safety
- Educate your kids, let them know that sharing photos and videos, as well as anything written, can be saved and shared without their knowledge. Invest in kid-safe browsers.

#5 Practice acceptable online behaviour
- Let your kids know that they should talk to you if someone is harassing them online or through text.
- Make sure your children are also aware of the harm they can cause through online bullying.

Research Headlines

OECD Report:
Students, Computers and Learning: Making the Connection, **2015**

This report examines the impact of technology in classrooms on 15 year olds across OECD countries.
- Don't expect technology to replace explicit teaching in reading, maths or science or automatically deliver better results.
- No evidence to conclude technology improves test results in reading, maths and science.
- Schools must give students a solid foundation in reading, writing and maths before introducing computers.
- There are different skills and knowledge required for digital and print reading.
- Technology can amplify great teaching, but great technology cannot replace poor teaching.
- Technology is the only way to dramatically expand access to knowledge…. It is vital that teachers become active agents for change, not just in implementing technological innovations but in designing them.

Study of 96 global studies of one laptop per child in K-12 schools in 2001-2015 – with focus on 10 US studies:[1]
- Students received more feedback on their writing; edited and revised their papers more often, drew on a wider range of resources to write, and published or shared their work with others more often
- Enhanced students' 21st-century skills – skills needed in an information age – such as the ability to locate and use internet resources.
- Improved their collaborative learning skills – that is, they were more capable of working collaboratively with others.[2]

Tablets or Laptops? Does it Matter?[3]

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[1] http://journals.sagepub.com/doi/abs/10.3102/0034654316628645

[2] Zheng, B and Warschauer M. https://theconversation.com/why-schools-should-provide-one-laptop-per-child-58696

[3] http://www.teachernology.com/blog/ipads-or-laptops-in-the-classroom-how-to-decide

Tablets Or Laptops?
 	
Lean Forward 1.0: dialogue, Socrates
 	
Lean Back 1.0: Books
 	
Lean Forward 2.0: Computers
 	
Lean back 2.0: Tablets, TV
	• The position we adopt when we engage with technology and the resulting impact this has on how we use technology.
	
	• Lean Forward – laptop, mouse, keyboard, seated at desk
	  – Increased brain activity associated with skim reading, searching, and content creation.
	
	• Lean Back – iPad.
	  – More passive, but often with longer attention spans. Greater reading, and consuming of content.
	
	http://www.teachernology.com/blog/ipads-or-laptops-in-the-classroom-how-to-decide

- It's not *what* device should be used in the classroom that educators should be concerned with, but rather *how* the device is used in the classroom.
- When it comes to Education Technology, **focus on the education, not the technology, focus on training teachers not choosing devices.**
- We **WANT active engagement** in the classroom, not passive content consumption.
- Do **NOT want to simply replicate** old approaches with new technology devices.
  - Blackboards become Smartboards
  - Text books become eBooks
  - Teachers become YouTube videos

Teach Learn Share: Early Childhood iPad Initiative. WA, 2014
*http://www.scootle.edu.au/ec/viewing/S7085/pdf/tls64_early_childhood_ipad.pdf*

Lessons Learned
- Set up period
- Familiarisation with educational Apps
- Curriculum leadership/expertise
- Dedicated support resource
- Storing student work in the cloud
- Personalisation / differentiation within Apps
- Integrating iPads with other ICT (Smart Boards, Apple TV)
- Effective use of technology integration models
- Student self-assessment tools

Results
- Increased motivation and interest
- Improved classroom behaviour
- Student self-assessment
- When iPads integrated in curriculum, results in focus areas improved

Taxonomy of Learning –designing learning tasks using technology
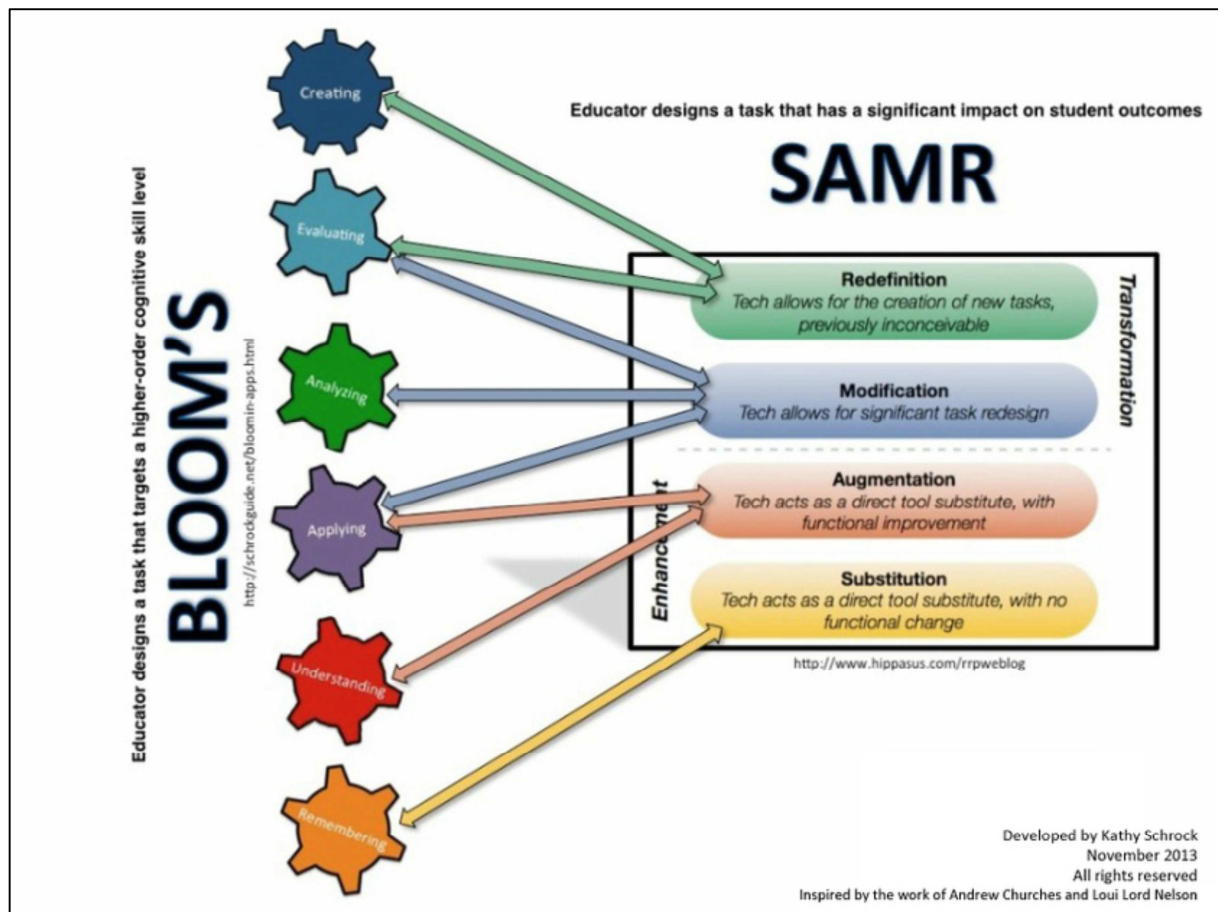
1. **Remember, Practice & Understand**
   a. **Substitution:** Technology acts as direct tool substitute, with no functional change (*e.g.: replaces a text book / work sheet*)
2. **Apply, solve new problems**
   a. **Augmentation:** Technology acts as a direct **tool substitute, with functional improvement. (***e.g. Google Earth, with relevant links, Individualised apps*)
3. **Analyse & evaluate:** explain, contrast, defend, decide, choose
   a. **Modification:** Technology allows for significant task redesign. *(Use different media to present work)*
4. **Create –** plan, design, invent, imagine
   a. **Redefinition:** technology allows for the creation of new tasks, previously inconceivable *(define your own problem and create your own solutions)*

Some Overall Conclusions

- Technology is an integral part of our lives and of the future.
- Technology in classrooms is another **educational tool.** It will never replace good teaching.
- Focus on the education / learning outcome – not the device
- Children's test results in reading, maths and science will not automatically improve through using ICTs.
- Curriculum planning and teacher readiness are critical to the success of using technology in the classroom.
- Good quality educational programs are being developed by educators
- "21st century skills", the skills that they will need as adults in the workplace.
  - Focus on students' writing, analysis, research, problem solving, collaboration and critical thinking skills.
- Cyber safety and safe, ethical and responsible use of ICT is critical