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Macquarie ICT Innovations Centre



Education & Communities



MACQUARIE UNIVERSITY

CC 21 PROJECT PLAN | Beaumont Hills Public School



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Date: 17/5/2013

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Project Team Members

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Innovation

Outline what you will be different when you have implemented your innovation and what evidence would you expect to see?

The implementation of the K-10 English Syllabus will be underpinned by the development of quality teaching practices, including the continued use of student self-assessment reflective of an inquiry-based model. This will incorporate the embedding of 21stC skills, ICT and the QTF.

The Project will involve all staff and all students. It will link the trial units created by the NSW BOS for the K-10 English document with chosen technological tools that support its implementation.

Due to the size and complexity of the project, it will take different forms in different stages. Kindergarten will be trialling the new K-10 English Syllabus unit of work, 'Let's Read'. This will be facilitated by the visit of local community members who will be invited to share a story with a group of children. Students will be expected to film the reading of the story to share with other students.

Years 1 and 2 will be trialling the unit, 'Let's Talk'. This unit involves discovering alternative methods of communication such as sign language and assistive devices. Stage 1 students will connect with a school that supports students who require non-verbal methods of communication to experience sign language and will engage in the use of robotics to explore alternatives to handwritten communication.

Through a variety of shared reading, writing, speaking and listening activities, students in stage 2 will study the 'Pictures Tell the Story' unit of work to develop their understanding about healthy and nutritious eating habits. They investigate the influence of the media and advertising on healthy eating choices and create their own advertisement for healthy eating. They will also develop an understanding of how stories can be communicated using still and moving images. They will engage in interpretation of the settings, events, characters and themes expressed in texts. Students will also experiment with digital tools and processes to compose their own multimodal texts and narratives. Students will share their findings and their completed advertisement with an interstate school to examine the differences in advertising culture.

Using the 'Global Connections' trial unit, stage 3 students will analyse how two different cultures (Australia and Japan) are represented. Students read and/or view a variety of other publications of various organisations working in the area of social justice with groups such as children and refugees, eg UNICEF and World Vision and interpret, analyse and compare the information and ideas and the ways they are represented. As students consider the individual and national

responsibilities of global citizens of the 21st century they compose a variety of texts, including a persuasive piece such as a speech, magazine article or letter that focuses on facilitating equity and justice for others through personal choices and actions. Stage 3 students will also connect internationally with an education facility overseas to gain a deeper understanding of a foreign culture.

The implementation of the project will be completed by Friday June 21st, 2013, with necessary reflection and feedback occurring the following week in stage meetings. Stage supervisors will provide feedback to the CC21 team. Given that the project aims to trial new units of work and establish use of communicative and robotic technologies, the project will be considered successful if all participants trial the aforementioned units of work and provide feedback regarding their effectiveness, as well as engage in the use of communicative and/or robotic technologies in an educational setting to support educational practise.

The evidence of change as success of the project will differ between stages, for both students and staff. Ideally, early stage 1 teachers will develop a 'yes we can' attitude toward allowing students to successfully use iPads and other technologies rather than a 'that's expensive, only I can use it' attitude. Stage 1 teachers will demonstrate an understanding of the value of robotics as a teaching tool, and stage 2 teachers will further develop existing knowledge of the power of film. Stage 3 teachers will develop the confidence necessary to virtually step outside the classroom and the school and experience the wider world of learning.

All teachers will continue to develop their knowledge, skills and attitudes with regard to the use of technology as an integrated teaching and learning tool as well gaining a deep understanding of the K-10 English Syllabus.

Rationale

Outline the rationale behind why you have chosen this particular innovation

We have chosen to engage teachers in this innovative and whole-school process to develop a change in pedagogy across K-6. Currently, the use of technology, although widespread and generally positive, is not always a natural choice of learning tool.

We aim to develop a culture that embraces 21stC skills, where the use of technology is not widespread, but seamlessly embedded; where technology is ingrained in best practise rather than complementing it. To achieve this, we first want teachers to see the use of technology as 'different' rather than 'more', and eventually to embed the use of technology so that it is as natural as switching on the lights or marking the roll.

Part of the scope of this project also includes the opportunity for stage 3 students to mentor younger students and teachers in their existing knowledge of filmmaking. This empowers students and shows connectedness and value in existing knowledge and redefines the role of the teacher.

The variety of technologies, processes and skills chosen link the units of work that are being trialled with the specific needs in each stage. Across the school, this will ultimately provide such a wide variety of skills and knowledge that teachers will be able to access a vast resource that will support them as they continue on their 21stC pedagogical journey.

Area of Application (Planning, Programming, Teaching, Learning, Assessment)

Teaching & learning – innovations aim to increase skills, knowledge and attitudes toward the use of technology as an educational tool

Assessment – develop and demonstrate the value of student self-assessment and self-regulation through the use of technology and embedded as a part of ongoing program evaluation

Project Timeline (please include key milestones which are deliverable)

DATE	TASK	Team Member(s) Responsible
T1, W10	All phase 1 resource purchases finalised, implemented as necessary (eg, wireless routers installed)	Heather
T1, W11	All staff briefed on their role in project, including requirements for upskilling and unit implementation	Andy (+ John, Shari, Glenda)
T2, W1	All staff complete online components of K-10 training	Gae
T2, W2	All stages will have begun delivering units of work	Andy (+ John, Shari, Glenda)
T2, W5	Phase 2 resources purchased	Heather
T2, W9	Units completed, feedback and evidence provided including staff reflection on their own learning journey	Gae and Andy

Proposed Budget

Item	Cost (ex GST)
Release from Face-to-face (5 days @ \$350)	\$1750
Robotics kits	\$1500
Books	\$1200
Aruba wireless routers (6 x \$370)	\$2220
Apple TV (24 x \$109)	\$2616
Shotgun microphone	\$100
Noise-reduction headphones	\$67
Makayama iPad mount	\$66
Video tripod	\$48

TOTAL

\$9567