

Literacy and Numeracy Partnership

Project:

Early Childhood iPad Initiative

School Initiation Pack

“To achieve our Classroom First objectives we need to pay particular attention to the early years of schooling from Kindergarten to Year 2. These years are the platform from which every child can become a successful student.”

The Early Years of Schooling (2011)

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Introduction

Literacy and numeracy skills are the foundation of our students' future. Raising standards in literacy and numeracy, particularly in the early years, is a priority for the Department of Education. The Early Childhood iPad Initiative is part of the Literacy and Numeracy Partnership Project, one of the Department's key strategies in this priority area.

1. What is the Early Childhood iPad Initiative?

The Early Childhood iPad Initiative is intended to complement and strengthen existing efforts to improve students' literacy and numeracy achievement. This initiation pack has been developed to provide your school community with sufficient information for successful implementation.

The project will build on the work undertaken in 2011 by Settlers and Aubin Grove Primary Schools where School Innovation Grants were used to implement ICT practices to improve student engagement and achievement in:

- phonological awareness;
- the acquisition of phonics; and
- the development of reading.

Settlers and Aubin Grove Primary Schools utilised iPads to implement literacy based iPad applications as an integral part of literacy blocks. Both schools were encouraged by the results of the work and found the iPads effected notable improvements in the target areas.

Your school has been selected to participate in the Early Childhood iPad Initiative. The selection criteria considered the greatest level of improvement in NAPLAN reading and numeracy for results between 2009 and 2011. Selection was limited to the Literacy and Numeracy National Partnership schools in recognition of their work over the past two years.

Teachers are encouraged to use new technologies in their classrooms. There is limited research on how iPads can be used to support literacy and numeracy learning in early childhood education. Participating schools will investigate how the technology:

- enhances students' learning in literacy and numeracy;
- changes teachers' pedagogical practices; and
- facilitates the development of creative approaches to using the devices.

Participating schools will receive a quota of iPads for student and teacher use in Years 1 and 2. Your school will also be provided with funding and support to identify student areas of need and to implement recommended iPad 'applications' to assist with student improvement.

Project requirements and expectations are outlined in this pack.

1.1 What is the background to this project?

The Early Childhood iPad Initiative is one of several initiatives that form the Literacy and Numeracy Partnership Project (LNPP). These projects are administered by the Statewide Services LNPP team.

Seventeen public schools have been selected to build on the successes of the iPad initiatives at Settlers and Aubin Grove Primary Schools.

Settlers and Aubin Grove Primary Schools will act as mentor schools for this project. Your early childhood teachers will undertake action learning that uses iPad technology to support evidence-based teaching strategies. It is anticipated that schools participating in the iPad initiative will identify new ways that the technology can assist learning. They can also draw on the learning developed through the 2010 Innovation Grants at Settlers and Aubin Grove Primary Schools.

1.2 What are the key reform areas?

The Department's partnership agreement with each participating school focuses on the following three key reform areas:

- innovative ways of using the technology for learning;
- effective and evidence-based teaching of literacy and numeracy with the integration of iPad devices; and
- strong school leadership and whole-school engagement with literacy and numeracy through the integration of iPad devices.

1.3 What are the principles that underpin the project?

Research consistently identifies approaches to teaching that, when implemented in schools, lead to improvements in students' literacy and numeracy learning.

The unifying aspects of this research are:

- structured and explicit teaching, through the use of iPads, to assist all students succeed;
- focusing on what matters most, with an emphasis on literacy and numeracy, so the basics of all future learning are achieved;
- using data to drive improvement;
- using an action learning approach;
- building teaching and instructional leadership expertise;
- building and maintaining a culture of sharing and responsibility;
- tailoring the initiative to the overall direction of the school; and
- high level of expectation and teacher efficacy.

As an Early Childhood iPad Initiative participating school you have an opportunity to integrate innovative technology into classroom practice and transform student engagement and motivation to learn. The creation of new and more powerful ICT strategies tailored to suit the learning needs of students can have a significant impact on your school.

The Early Childhood iPad Initiative will build on the learning, the strategies and the resources of the Literacy and Numeracy National Partnership Program which successfully assisted your school's performance as measured by NAPLAN in 2011. It is expected that the use of iPads as a learning tool will continue to drive improvement in NAPLAN.

2. What do schools get?

Early Childhood iPad Initiative participating schools will receive: a quota of iPad devices; contingency funding; and access to support from the Statewide Services Literacy and Numeracy Partnership Project team. An Early Childhood iPad Initiative Coordinator has been appointed to provide explicit, directed support to schools and teachers.

iPad Allocation	Additional Funds and Support
Dependent on school size: <ul style="list-style-type: none"> • between 25-50 iPads for student use • one iPad per classroom for teacher use 	Dependent on school size and location: <ul style="list-style-type: none"> • funds for teachers to attend professional learning • access to mentor school support • action learning facilitation • funds to release teachers to conduct on-entry assessment

3. What is expected of schools?

Early Childhood iPad Initiative participating schools are expected to use their project resources to improve student achievement in literacy and numeracy.

Leadership and school planning

Schools should:

- emphasise the key role of the principal in ensuring effective learning and teaching through ICT integration in Years 1 and 2 and the building of instructional leadership capacity; and
- use iPad devices within the context of a whole-school approach to literacy and numeracy.

Teacher professional learning and action learning

Schools should:

- release teachers to attend iPad professional learning; and
- use an action learning model for ICT integration.

Analyse baseline data to inform application selection

Schools should:

- administer the on-entry assessment in Year 1 by the end of Week 5, Term 1, 2012 and again by the end of Week 10, Term 4, 2012;
(iPad devices will not be dispatched to schools until the Term 1 assessment is complete)
- administer a similar diagnostic tool (to be confirmed by 15 February) for Year 2 by the end of Week 5, Term 1, 2012 and again by the end of Week 10, Term 4, 2012;
- complete an online teacher survey on ICT practices early in Term 1 and again by the end of Week 10, Term 4, 2012; and
- complete an online student survey on engagement and motivation (before iPad implementation) no later than Week 5, Term 1, 2012 and again by the end of Week 10, Term 4, 2012.

Reporting:

Schools should:

- report achievement through a brief progress report at the end of Semester 2, 2012 and a final report with acquittal of funds at the end of Semester 1, 2013.

3.1 What schools should consider before implementation?

There is little local research on how iPad devices can be used to effectively support literacy and numeracy learning in early childhood classrooms. Schools are asked to identify innovative practices that enhance literacy and numeracy learning. The following resources may be useful:

- International and national education iPad trials:
 - Victorian Department of Education and Early Childhood Development *iPads for Learning Trial*;
 - Queensland Department of Education and Training *iPad Trial*;
 - Burley iPads Chicago;
- iPad technology early childhood teachers at Settlers and Aubin Grove Primary Schools.
- *Early Years Learning Framework*;
- best practices identified in the Director General's statement *The early years of schooling*;
- ICT dimension in the General Capabilities of the *Australian Curriculum*;
- *First Steps*; and
- *ESL/ESD Progress Map*.

3.2 Action Learning

An important part of the Early Childhood iPad Initiative is the formation of a professional learning community that shares new and innovative ways on how iPad technology can transform early childhood learning.

Action learning is a very simple professional development concept centred on the fact that people learn by doing. Action learning involves a small group of teachers sharing ideas, common issues and goals. This group meets regularly, fortnightly or monthly, to reflect on progress, ideas and innovations, issues and solutions. These conversations are then used to make changes to their practice. The team is able to generate alternative approaches or offer advice to individuals in the group on how to proceed with the iPad initiative in their class. The emphasis is on trying new things and evaluating the results.

3.3 How can schools use their contingency funding?

Participating schools will be able to use additional funding for contingencies to implement the Early Childhood iPad Initiative. Contingency funds may be used to:

- release classroom teachers to gather baseline data for year 1 and Year 2 students;
- release classroom teachers for iPad action research collaborative planning, networking and to prepare presentations of the research;
- release teachers to participate in iPad professional learning;
- release teachers to document findings from the iPad initiative; and
- facilitate schools working together to share ideas and expertise.

3.4 What is the role of the Literacy and Numeracy Partnership Project team?

The Statewide Services LNPP team comprises of two consultant principals, a literacy consultant, a numeracy consultant, an EAL/D consultant and an Early Childhood Initiative Coordinator. The Early Childhood Initiative Coordinator is your contact within the team; however she may draw upon the expertise of the LNPP team for your school when this is relevant to your school's needs.

The Early Childhood iPad Initiative Coordinator is available to:

- provide principals and schools with a point of contact for project coordination;
- support schools to review student performance data from on-entry assessments and from surveys;
- support schools in their selection of iPad applications aligned to identified learner needs and to maximise the impact on literacy and/or numeracy achievement;
- support schools to implement iPad technology strategies in classrooms;
- deliver/broker complementary professional learning;
- build the capacity of school-based technology leaders; and
- support schools to document findings from the iPad initiative.

4. What is the timeline for the project?

Phase	When	Key Actions
Formation/Commit	Later Dec 2011	Notify schools of their selection for the Early Childhood iPad Initiative
	February 2012	Selected schools commit to be involved Provide School Initiation Pack
Planning	February 2012	School induction visit from the Early Childhood iPad Initiative Coordinator
	Weeks 3-5, Term 1, 2012	Teachers participate in iPad workshops Schools complete on-entry assessments, student and teacher surveys and analyse data
	Weeks 5-7, Term 1, 2012	Schools receive iPad devices and contingency funding (April Gateway)
Implementation	Weeks 7-10, Term 1, 2012	Schools begin iPad implementation
Reassessment	Term 4, 2012	Re-administer on-entry assessment
		Re-administer student and teacher surveys
Review	Dec 2012	Schools write brief progress report
Conclude	June 2013	Evaluation of the project
		Schools write final progress report
		Schools complete acquittal forms

5. What now?

- Discuss this information with your leadership team, literacy and numeracy coordinators, Year 1 and 2 teachers, identified technology experts and relevant members of your school parent community.
- Contact the Early Childhood iPad Initiative Coordinator and schedule a time when she can visit and discuss the project with your team.

For any other information or questions please contact Sarah McCormick – LNPP Early Childhood iPad Initiative Coordinator on sarah.mccormick@education.wa.edu.au, phone 08 9402 6277.