

iLearn@HilliardSS –TEACHING AND LEARNING PLACEMAT



Vision: Together We Learn, Lead and Succeed

Mission: World Class Learning Opportunities

Intended outcomes: Accelerated SPEL (Skillset, Productivity, Engagement and Learning outcomes)




























The amount of time that students spend on their iPad each day will vary from year level to year level, class to class, student to student and even day to day. The amount of time will also vary, based on how well the iPad, as a tool to support learning, benefits individual students based on their individual needs and preferred learning styles.

Blended Learning Environment *(Blended Learning is the integration of classroom learning with eLearning)*

Many curriculum activities include various planned learning and teaching experiences. Both digital and non-digital ways of working should be considered to achieve a targeted outcome. Examples below.

Assessment	Teacher/Student communication	Student Activities (individual and collaborative)	Teaching Activities	Student Resources
<ul style="list-style-type: none"> Digital presentations - Keynote Learning journal – Book Creator Online quiz / quizzes - Improve Submission of assessment - Showbie 	<ul style="list-style-type: none"> Email - OWA Discussion forum – Mobile Learn Digital marking with feedback - Showbie File exchange - Showbie 	<ul style="list-style-type: none"> Annotations Reflective journal – Book Creator Creating and sharing audio and video Creating and publishing content and product 	<ul style="list-style-type: none"> Recorded lessons – Explain Everything Video/audio with associated student activities Mobile learning Student response systems – Learning Tools 	<ul style="list-style-type: none"> Web links Self-directed learning activities Open education resources Practice revision quizzes

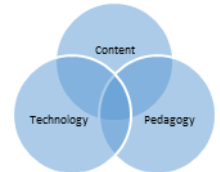
When considering Weekly and Ongoing use of iPads, consider opportunities for students to Consume, Create and Collaborate

Weekly Practice of Learning	Weekly Sharing Understanding of Learning	Ongoing Supporting Workflow	Ongoing Sharing Understanding of Learning	Ongoing Other
 <p>Skoolbo: Students should be provided with regular opportunities through the week to engage with (Skoolbo can also be set for Homework) to revise, consolidate and extend numeracy and literacy skills.</p> <p>Teachers can set content for individual student learning needs.</p> <p>Teachers should celebrate student success.</p>	 <p>Camera: Students should take a photo of at least 2 learning experiences through the week e.g. writing sample, to share with their parents. This provides parents with “talking points” about what their child is learning at school. These learning experiences should relate to learning intent.</p> <p>Students could include these photos into a learning journal in an app such as Book Creator.</p>	 <p>Showbie: Teachers can provide work e.g. C2C PDF, photo, other for students to access from Showbie and have them interact with it.</p> <p>Teachers should be sure to provide feedback to students e.g. written on work, audio or other. Students can upload work from other apps, such as Explain Everything, Keynote, Pages and Book Creator, into Showbie for the teacher to access.</p>	 <p>Pages: Students should be provided opportunities to use this app to practise Word Processing. A variety of templates can be used e.g. newsletter</p> <p>Pictures, tables, and graphs can be inserted into documents. Pages can be used across all KLAs.</p>	  <p>Share understanding of Settings with students/parents when necessary.</p> <p>iPads must always be in a case and cared for.</p> <p>iPads must be locked away during lunch breaks.</p> <p>Consult the iLearn@HilliardSS iPad Program Charter for more information.</p>
 <p>Reading Eggs/Eggspress: Students can access a range of levelled reading books with comprehension questions.</p> <p>Teachers can access student summaries and can set content for students based on learning needs.</p> <p>Teachers should celebrate student success.</p>	 <p>Book Creator: Students should be provided opportunities to create digital stories / learning journals to record and reflect on their learning e.g. Maths, writing, recording reading etc.</p> <p>Provide opportunities for students to practise Word Processing.</p>	 <p>File Manager: Students can organise files on their iPad in folders in File Manager e.g. Maths, English, Science, Technology.</p>	 <p>Keynote: Students can create presentations across all KLAs (word processing and inserting photos etc.).</p> <p>Greenscreen photography can also be performed in Keynote using the Instant Alpha tool.</p>	 <p>Email to Parents: Teachers are encouraged to communicate with their parent group via email. Parent email details can be sourced from OneSchool. A class email group has been setup for every class teacher to add parent email addresses to e.g. 3A@hilliards.eq.edu.au</p>
 <p>Targeting Maths: Students should be provided with regular opportunities through the week to engage with both drill and practice and concept related activities.</p>	 <p>Explain Everything: Students use this app to demonstrate understanding of learned content.</p>	 <p>Dictionary: Students should use the dictionary app to support English and consolidation and extension of literacy aspects of KLAs.</p>	 <p>iMovie: Students can create iMovies to share their understanding of learning.</p>	 <p>User Names / Passwords for Network and some required apps should be provided to students and sent home.</p> <p>WiFi connectivity relies on a valid network user name and password.</p>
 <p>Spelling City: Students can access differentiated Words Their Way spelling lists to support their spelling knowledge and understanding.</p> <p>Search for hilliards to access the word lists.</p>	 <p>Learning Tools: Students should use this app for showing their understanding of learning and reflecting on their learning.</p>  <p>Popplet: Students use this app for brainstorming and showing their understanding of learning.</p>	 <p>Blackboard Mobile Learn: Supports online collaboration between students and teacher and student to student through tools such as Blog, Wikis and Discussion boards etc. Photo and video can be uploaded.</p>	 <p>Pic Collage: Students are encouraged to use the camera on their iPad to record evidence of learning.</p> <p>Using this app, students can then creatively present photos to demonstrate understanding of learning.</p>	 <p>Cybersafety: posters must be discussed & displayed in classrooms: - Think Before You Post - Internet Safety Golden Rules - Cybersafety Statement.</p> <p>Responsible iPad Use: Regularly review of aspects of the ICT Use Agreement with students.</p>
 <p>Maths/Literacy rotations e.g. DETE Sight Words, Reading Eggs / Eggspress, Spelling City, Skoolbo.</p> <p>Ensure students have access to headphones for listening activities.</p>	 <p>Collaboration between Peers: Students should be encouraged to collaborate with peers and have regular quality conversations about their learning.</p>	 <p>Safari: Research on the Internet (through WiFi) using Safari. Accessing real life, point in time information.</p>	 <p>AirServer: can be used as a way to support the learning and teaching process through sharing student work and teachable moments from iPads.</p>	 <p>Calendar: Students should be encouraged to improve their organisation and use the Calendar to record important events. Reminders can be added.</p>

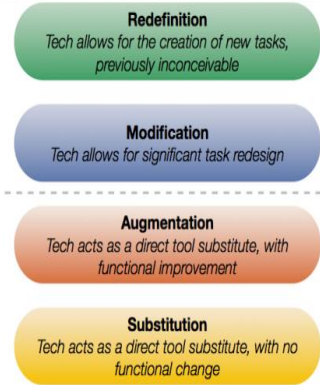
iBlooms - Using iPad apps to support Bloom's Taxonomy. Many apps can easily transfer across multiple cognitive domains.

CREATING Create new knowledge & understanding, Collaborate, Produce, Imagine, Question, Assemble, Construct, Improve, Invent, Design, Plan, Predict, Propose, Design, Develop				
EVALUATING Argue (for), Assess, Critique, Evaluate, Decide, Judge, Justify, Consider, Recommend, Select, Support, Assess, Choose, Discuss, Critique, Conclude				
ANALYSING Debate, Classify, Deconstruct, Differentiate, Combine, Distinguish, Conclude, Identify, Examine, Categorise, Survey, Compare, Contrast, Analyse, Examine, Inspect, Scrutinise				
APPLYING Compile, Demonstrate, Illustrate, Solve, Produce, Sketch, Construct, Teach, Using, Manipulate, Record, Interview, Report, Modify, Solve, Prepare, Build, Apply				
UNDERSTANDING Classify, Comprehend, Reword, Discuss, Interpret, Illustrate, Restate, Summarise, Describe, Paraphrase, Explain, Give examples, Discuss, Rewrite				
REMEMBERING Remember, Show, Define, Find, Label, Match, Memorise, Quote, Identify, Repeat, Recall, Duplicate, Locate, Recite List, Memorise, Observe, Recognise, Describe				

CTP model planning



SAMR model



Teachers should link the use of the iPads to the Hilliard SS Pedagogical Framework where pedagogical advantage can be achieved leading to increased learning outcomes.

Curriculum Intent		Assessment		Sequencing Teaching and Learning		Making Judgments		Feedback	
Is what we want students to know, understand and be able to do.		The evidence on which judgments about student learning are made in order to inform future teaching and learning.		The relationship between what is taught and how it is taught in order to maximise student learning.		Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning.		Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning.	
Planning we do: <ul style="list-style-type: none"> Align with mandated curriculum: <ul style="list-style-type: none"> ACARA (C2C) Essential Learnings Align with Whole School Curriculum, Assessment and Reporting Plan Engage in Professional Learning Australian Professional Standards for Teachers 		Planning we do: <ul style="list-style-type: none"> Alignment with curriculum intent, teaching and learning Assessment modifications Assessment is used: <ul style="list-style-type: none"> for learning - to use student progress to inform teaching as learning - to inform students' future learning goals of learning - to assess student achievement against goals and standards 		Planning we do: <ul style="list-style-type: none"> Front-end assessment Understand varying learning styles Link to pedagogical framework Know your learners e.g. G&T, LS etc. Pre-assessment to identify prior knowledge Analysis of assessment tools to inform teaching Modify planning where necessary Classroom layout - organised, visual learning aids, student work samples, word walls, organisers, strategies, motivating 		Planning we do: <ul style="list-style-type: none"> Year level shared expectations with clear standards (student friendly language) and provided to students at beginning of assessment Teacher collaboration to achieve consistency of judgement Knowledge of relevant curriculum documents Liaising with support staff e.g. SEP, ST:L&N, ESL, GEM 		Planning we do: <ul style="list-style-type: none"> Use individual student achievement data to close the gap between where students are and where they need to be. Self and peer feedback Goal setting Pre-testing and post-testing 	
Strategies we use: <ul style="list-style-type: none"> Scope and Sequence Unit Planning Year Level Planning Consider structure of individual lessons Triangulate Data through Whole School Assessment Sets Pre-testing (prior knowledge) Personal Development Plans Diagnostic Testing Student goal setting 		Strategies we use: <ul style="list-style-type: none"> Whole School Curriculum Framework Hilliard SS Assessment Schedule Formative and Summative assessment Pre and Post assessment Front-end assessment Moderation processes to ensure quality assessment tasks across KLAS Unpack the assessment with students and share criteria e.g. Guide to Making Judgements Unpack A exemplars with students Student checklist - self monitoring Model prior to the assessment Opportunities for multimodal assessment e.g. written/oral/digital Feedback to students 		Strategies we use: <ul style="list-style-type: none"> I Do, We Do, You Do - gradual release of responsibility Daily WARM UPs WALT/WILF Differentiation of instruction to meet individual student needs Opportunities to practise skills at different scaffolded levels - whole class / small group / paired / individual Feedback to students on their work throughout units so children know how to get to level Modelled guided, shared, independent learning Use of metalanguage Consideration of General Capabilities Embed Whole School Reading and Spelling Program into curriculum delivery incl. WCL, QAR, Guided Reading Varied modes of learning e.g. concrete materials, eLearning Visible Thinking / HOTs and LOTs Monitoring tasks Problem solving / Thinkboards / Polya's model (See/Plan/Do/Check) Reflection on learning 		Strategies we use: <ul style="list-style-type: none"> Develop clear criteria relevant to the task Provide clear expectations about quality performance Be clear and explicit with students about how they will be judged e.g. Modelling levels of achievement (A-C work samples e.g. ACARA exemplars) Consistency of administration of assessment across year level Year level moderation of student work Liaise with year level below and above to ensure appropriate expectations (also consider relevant scope and sequence) Classroom Observations (MALT) using agreed criteria 		Strategies we use: <ul style="list-style-type: none"> Provide quality feedback against explicit individual student improvement goals Use varied forms of feedback e.g. oral/written/exit statements/ICT Give constructive, positive and timely feedback (within 2 weeks for assessment) Design classroom activities and assessment to gather evidence of learning Maintain a Class Data Set including OneSchool Class Dashboard Teachers engage in self-reflection Students engage in self-reflection Teachers seek quality feedback from students and peers Parent Teacher Interviews Assembly including class celebrations of learning Newsletter/School Reporting 	
Evidence we see: <ul style="list-style-type: none"> Achievement Standards communicated to students and parents Student Data Profiles e.g. OneSchool Class Dashboard Student folios of work - English and Maths Focused year level meetings A common understanding of the alignment between what is planned, what is taught, what is assessed, what is reported 		Evidence we see: <ul style="list-style-type: none"> Modified assessment tasks Range and balance of assessment Assessment task sheets and rubrics provided to students in students friendly language A & B C standard work samples shared with students Actual assessment and observations and interactions and prior work samples Teacher and student monitoring Monitoring and tracking tools, PATR, PATM, PM Benchmark, Probe, Words Their Way, Maths tracking tool 		Evidence we see: <ul style="list-style-type: none"> WALT/WILF visible for students in every lesson Modelled, guided, independent and shared learning Student data profiles showing student learning - Moderation Student motivation and enthusiasm Celebration of student learning which can include parents e.g. at the end of each unit of work Differentiation evident in planning Teacher self-reflection against Hilliard SS Pedagogical Framework 		Evidence we see: <ul style="list-style-type: none"> Feedback from Classroom Observations Goal Setting from pre-assessment tasks Results and comments entered into class teacher's data book Results from School Audit, NAPLAN, SOS Feedback discussions with parents, students and other teachers Written feedback in student workbooks and on assessment tasks A and C standard work samples shared with students 		Evidence we see: <ul style="list-style-type: none"> Dialogue between teachers and students Students engaging in self and peer feedback Students know their level of achievement in each subject Student goal setting and monitoring Visual representation of goals for students Weekly student awards Celebration of student learning which can include parents e.g. at the end of each unit of work 	
Relationships: What will I do to establish and maintain effective relationships with students? <ul style="list-style-type: none"> Understand and seek to discover students interests and backgrounds Provide a positive classroom climate Provide positive relationships with all students (get down to their level) Attend school functions to support students Encourage student risk taking within the curriculum Provide lunchtime extra-curricular activities / clubs e.g. aerobics & dance, chess, sports, social skills etc. Use a common language around expectations using the school values Encourage leadership opportunities with students Seek to build relationships with support services to assist students Support students through the Camp program Support students through Mentor / Buddy programs Support students in leadership roles across the school Support students through school events e.g. Musical, U8's Day Provide lessons that are motivating and engaging - built in rewards - extrinsic and intrinsic 					Positive Behaviours: What will I do to establish classroom rules and procedures? <ul style="list-style-type: none"> Use the school values to establish classroom routines and rules Organise classrooms to promote a safe, supportive and positive learning environment Record behaviour concerns, and positive behaviour, on OneSchool for efficient record keeping Whole class / Year level conversations with students about what they think they know and how they can improve considering 3 school rules, YCDI Implement Responsible Behaviour Plan for Students, classroom behaviour plans and positive reward charts Engage student support services when necessary e.g. Chaplain, SNAC Support and promote positive behaviour programs Develop Individual Support Plans for identified students Nominate suitable students for recognition of positive behaviour Recognise that behaviour/social skills needs to be explicitly taught using YCDI program 				

EXAMPLE Sequencing Teaching and Learning Workflow

Warm Up	Brainstorming prior knowledge	I Do (Direct Instruction) Introduce the Topic	We Do (Guided Practice) Build Understanding	You Do (Independent Practice)	Demonstrate Understanding Apply Learning	Wrap Up Sharing and feedback
Times Table Trainer	Popplet	Whiteboard or Mobile Learn course with video	Whiteboard or student collaboration	Mathletics	Explain Everything	using AirServer