1:1 iPad Community Consultation
15/10/2015
Key Themes Explored

We began the evening discussion with a little of the backstory about how this proposal came about. We thought it was important to note that this concept was driven by the entire K-2 team of teachers in response to student need; this was a concept owned by the teachers collectively. Our students are telling us that they experience frustrations at times with our current arrangement of shared iPads. They report issues with time efficiency and the ability to truly control how their products turn out. They told us that at times they were missing out or having time wasted. We found that work was being lost by other users sharing the iPad.

So, right from the start this proposal has been about giving students immediate access to the tools they need in order to complete classwork quickly and in a creative manner.

From the teachers’ perspective, we are looking to make excellent gains around time efficiency and student accountability. With a packed curriculum we are always interested in more effective use of precious classroom time. We are also really invested in the idea of knowing exactly who did most of the work on any student project. Explicit knowledge of who made what, or not, is welcome information that drives classroom discussion and reflection.

We are really interested in a 1:1 iPad program that could support digital portfolios of student work to better show learning growth. Take home devices will have the chance for added parent conversation and awareness of what students are doing at school day to day. We talked about 21st century learning and what that looked like in the K-2 classroom, and how iPads are an integral part of that.

We talked about students having the power to choose the way in which they share their learning with peers and teachers. We talked about how these choices were strongly connected to engagement and why it was important to be factored into our classroom routines.

We discussed any issues that were raised. Screen time was questioned. Parents wanted to know just how much the iPads would be used on a day to day basis. Like using a pencil, we aren't always using it, but it's right there the moment we need it. Sometimes we settle in to write a story, sometimes a quick note. In this sense, in a K-2 classroom, it's no different. Depending on the need, it ranges from heavy use some days to light use on others. But like a pencil, it's great to have it there for when we need it.

Safe use and protection of students with things like video and photo content going to and from school were discussed. The addition of games and different apps more suited for home use were discussed. There was some discussion around what model iPads would be acceptable if the program were to begin. Later models are favoured for powerful processors and hardware and larger capacity hard drives were discussed to house student work. The iPad mini is acceptable along with the usual, larger iPads.

Discussion began around how a school owned, parent borrowed scheme could work. In this instance, we would mirror the existing laptop program arrangements. Students moving from year 2 into year 3 were discussed, and what could happen at this time. The laptop program is absolutely still supported, and favoured in 3-6, but with increasing
performance and functionality of the iPad, we can see that we are moving towards a 1:1 device arrangement, with students and families making decisions about what device would best suit their needs and of course, budgets.

Speaking of budgets, we made the point that we do not wish any family to feel under financial pressure because we raised the 1:1 iPad concept. It's important for parents to understand that the school has no expectation that a family will provide any number of devices. Each family will make a personal decision based on what they believe and what is affordable, and that will be respected.

Wrapping up the evening, we asked community members in attendance if they supported the concept of 1:1 iPads in the K-2 classrooms. A majority of hands up indicated there was sufficient support to move the proposal forward. A survey will now be conducted by the school to gauge the feasibility of the program by asking all parents for their position on the proposal.