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NASDAP E Learning Tour 2014

Review

A valuable experience engaging with other professionals on the tour and being immersed in the learning of four schools representing diverse approaches to both personalised and BYOD. Exceptionally well organised and facilitated by Elizabeth Craker from Core Education. Full value was gained from the time spent through the opportunity to experience the four schools in operation and to speak with key leaders, teachers and students in all four schools. The schools were generous in both the level of access offered and the time given by their staff.

The staff in these schools were very honest in sharing their journey with curriculum development, pedagogy and the implementation of BYOD use. There was a diverse approach to hardware, LMS and platforms employed by these schools. Equally diverse was the implementation of BYOD from mandatory I Pads through to any device with a browser, including smartphones. Schools employed varying pedagogical approaches in integrating e learning into their curriculum. Some focused on independent, personalised learning while others seemed to employ a more traditional, teacher-lead style of learning. In each case e learning was part of a coherent school philosophy supported by coherent school structures.

Each school offered aspects which could be synthesised into an approach which would suit learning at Hastings Boys' High School.

Botany Downs Secondary College:

This school promotes a metacognitive strategy based on Solo Taxonomy. Integrating this structure into e learning tasks was demonstrated well and showed how e learning can support

differentiation.   The use of Microsoft 365 as an online platform was evident and showed the value of sharing tools such as this or Google's equivalent as seen in other schools. Offsite network management provided by New Era was demonstrated and appeared to have some strengths.

Orewa College

Developing BYOD over a 5 year cycle by requiring the Year 9 students of 2012 to purchase I Pads was the process employed in this school. This also required the staff to plan and resource an e learning curriculum one year level at a time. Key to the success of e learning in this school was the role of the SCT who lead and enabled his colleagues with enthusiasm and knowledge. The role of a professional leader focused on e learning was also evident at Epsom Girls. It was significant that both these schools had motivated lead facilitators who were not part of SLT. Students in Year 11 at this school had worked in an e learning environment for 3 years and appeared to work confidently in this way to enhance their learning. We also reminded of the 4 stages of Substitution, Augmentation, Modification, and Redifinition (SAMR) which represents stages of implementation of e learning.

Hobsonville Point Secondary School

This new school housed in a MLE building offered an example of some blue sky thinking about personalised learning and the use of BYOD.   It showed how e learning could integrate with teacher contact to create an environment for independent personalised learning. Students worked in independent learning times using Google docs and other platforms. Keeping a blog to reflect on

learning was also a key approach. The Hobsonville Habits were another example of how coherent pedagogy is important to gain the most from the opportunities provided by e learning.

Ormiston Senior College

 Central to learning in this school were the use of Learning Guides in which teachers were required to outline aims and tasks for learning in their subject for each week. These allowed students to work independently of teachers in their independent learning times. Further to this some teachers demonstrated narrated online lessons which allowed students to learn independently and use contact time with teachers for conversations about their learning rather than being instructed. This was underpinned by the OSC NORMs providing coherent values and principles to support the learning. Timetabling using both lessons and I Times (independent learning sessions) was central to the pedagogy and methodology of the school.

Conclusions

- A structured approach to implementing BYOD in schools is beneficial.
- A coherent pedagogy must be understood by all stakeholders to make the most e learning opportunities.
- Personalised learning is the ultimate outcome of BYOD when well used.
- Professional learning must be well planned, well resourced and well lead. It must focus first on learning and then on how ICT can support that.
- Laptops with full operating systems seem the most useful hardware for use in secondary schools.

- The LMS chosen does not affect the process of implementation greatly.

The 2014 NASDAP e Learning was a hugely valuable opportunity and I was privileged to enjoy. The structure, content and people of this learning experience have made me much more ready for the challenges ahead in promoting a future focused curriculum and developing teachers who can support independent learning.