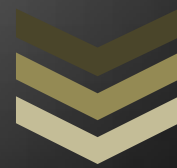# Sabbatical Report Term Two-2016.

Mike Dowd – Principal
St Joseph's School, NP

To investigate how digital devices can be used in the classroom to track and share achievement progress for priority and other learners.

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ACKNOWLEDGEMENTS

- ➢ I would like to acknowledge and thank the St Joseph's School Board of Trustees for supporting my sabbatical application and study leave.

- ➢ I wish to acknowledge and thank Fiona Hopkirk, Jenna Sullivan and the staff at St Joseph's School, NP for willingly and very ably taking on additional roles of leadership during my absence.

- ➢ Thank you to the principals, staff and students of schools visited in Taranaki.

- ➢ Thank you also to Furnware for their sponsorship of a travelling scholarship through the NZ Catholic Principals Association which allowed for me and two staff to attend the EduTech Conference in Brisbane.

The generous sabbatical time has allowed for me to take time to refresh and rejuvenate. It was certainly not until I was 'out of the chair' that I realised how much I needed this time after ten years leading our school. I am returning to St Joseph's NP with continued enthusiasm for my role and with new learning to share. I have enjoyed being a Dad who was home at 3pm to welcome my children and also having the time to be involved in after school activities. My children and I enjoyed a special time together in the South Island. I would encourage all Principals and teachers to take on a sabbatical or study leave to enable the live a bit, learn and look into the future.

Sabbatical Report 2016

Mike Dowd, Principal - St Joseph's School New Plymouth.

Professional Learning Topic:

To investigate how digital devices can be used in the classroom to track and share achievement progress for priority and other learners.

This topic was created as part of my initial application for a 2015 sabbatical and was written in May 2014. The 2015 sabbatical was put on hold until Term 2, 2016 due to extensive property works at our school including roll growth classrooms and seismic strengthening throughout our campus.

Long story short…..the topic remains the same but the intent, tools available and possibly the outcomes have probably changed in the two year time frame. Interestingly enough the following quote comes from a Google search on sharing student learning using digital devices from an article 19 years ago in 1997. My initial question is – what has changed and what remains the same?

> Teachers are responsible for juggling knowledge of where students are and where they need to go; having insights into students' special needs and progress; choices of curricular activities and materials; rules that govern children's participation; expectations from parents and communities; and the norms and rules that govern them as teachers. The addition of technology further complicates the equation and presents many new questions. (Teaching with Technology: Creating Student-Cantered Classrooms, David C. Dwyer, Judith Haymore Sandholtz, Cathy Ringstaff 1997).

The report to the Ministry of Education in May 2014 titled 'Future Focused Learning' states the following:

An important aspect of this report is maximising the potential for new and emerging technologies to change learning and teaching in the 21st century learning environment. We recognise that technologies are not an end in themselves. There is a growing body of evidence that the thoughtful integration of digital technologies with effective teaching practices can significantly improve learning outcomes (Greaves et al., 2010). Poorly-implemented digital technologies make little difference to educational achievement (ASCD Educational Leadership website, Feb 2011).

- The purpose of my investigation and this report will be centred on how educators and students are utilising digital devices to capture and share student learning, achievement milestones and progress.
- It will concentrate on how teachers and students are able to record learning moments, specific achievement progress and share that with key stakeholders eg – Child, Teacher, School Leaders, Parents and the Board of Trustees and wider community.
- Since writing the question for my topic in 2014 our school has continued to develop and maintain our website, started using Google Apps for Education, developed a School App and use Facebook widely with our community. Classes are trialling the use of 'Seesaw' and Blogs.
- ***The question still remains – how do we use these digital tools and others to capture and share student learning with key stakeholders, while being true to our Mission Statement, our school vision and maintaining a 'balance' in the classroom to ensure teaching and learning is at the forefront.***

GOOGLE APPS FOR EDUCATION (GAFE) TRAINING.
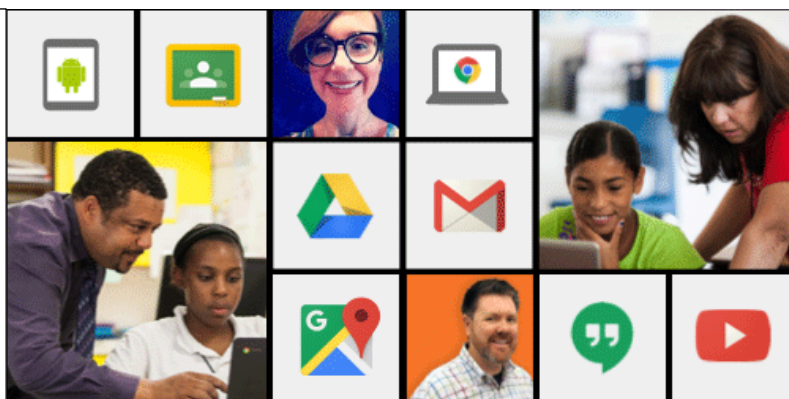
Over the duration of the sabbatical, I took on the online GAFE training (Fundamentals Training). It was very practical and the learning is able to be transferred to NZ classrooms and administration. Some of the content is related to American schooling and methodology but on the whole it is a valuable platform for getting a grasp on the apps and add-ons available in the GAFE setup. I certainly learnt a lot and I feel I will be able to support my staff and students as we further develop the use of GAFE.

At the completion of the course I elected to tackle the three hour online examination for certification for Level 1 (Fundamentals Training for GAFE). I felt great at the end of the exam and was positive about the knowledge and skills I had gathered. I was initially pleased to see a score of 76%.........but then disappointed to see the pass mark was 80%. A second attempt got me over the line in the Term 3 holidays…..phew!

The course consisted of the following modules:

https://edutrainingcenter.withgoogle.com/

EDUCATOR LEVEL 1 Fundamentals Training

The course was online and consisted of reading, watching videos, and doing activities, all based on learning how to integrate Google into the classroom (and school administration). I was able to start and stop lessons at any time; and my progress was tracked throughout the course. The end of unit 'tests' helped to solidify my learning. At the end of this course there is the option to take the exam to become a Google Certified Educator Level 1. The exam consists of some multi choice and short answer questions and then 16 scenario questions where you utilise the whole GAFE suite in a very practical way.

ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP

Unit #1
Get Ready to Use Technology in the Classroom
85 min, 4 lessons

Unit #2
Expand Your Access to Help and Learning
51 min, 3 lessons

INCREASE EFFICIENCY AND SAVE TIME

Unit #3
Have a (Mostly) Paperless Classroom
45 min, 3 lessons

Unit #4
Save Time Communicating
79 min, 5 lessons

Unit #5
Organize Activities for Yourself and Others
34 min, 2 lessons

Unit #6
Bring Meetings Online
37 min, 2 lessons

Unit #7
Bring Student Work Online
85 min, 4 lessons

Unit #8
Measure, Understand, and Share Student Growth
59 min, 3 lessons

FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY

Unit #9
Teach Students Online Skills
62 min, 3 lessons

Unit #10
Build Interactive Lessons
28 min, 2 lessons

Unit #11
Captivate Your Class with Video
48 min, 3 lessons

Unit #12
Facilitate Group Work
57 min, 3 lessons

Unit #13
Promote Digital Citizenship and Positive Online Behaviour

| EDUTECH CONFERENCE.

BRISBANE

30 MAY-JUNE 1 2016 |

Over the last few years our staff have enjoyed and benefitted from attending the NZ U-learn conferences. This year alongside my sabbatical, two staff from our school joined with me in attending the Australasian Edu Tech Conference held in Brisbane. The conference was challenging, thought provoking, reassuring and all 'too much' at the same time. By this I mean we were privileged to realise that the path we are taking is on the right track, we have lots to do around online safety, we need to be in tune with our communities ideals and most importantly we need to remain true to our school vision and mission statement. There was an information overload at times from the myriad of speakers. Key notes and workshops were all 35-40mins in duration and covered a plethora of topics. It has taken a few weeks to filter my thinking and responses to what I saw and heard, but, I would definitely recommend. My brief notes under each speaker (see Google slides link below) may be of use to readers of this report, if something resonates I am sure by 'googling' the speakers name you will find plenty of further information.

https://docs.google.com/presentation/d/11Qud7nIJLV44nQqynUoUux4eclB5uhhw4eq8joZm8J8/edit?usp=sharing

About EduTECH
THE BIG IDEA

Edutech is an annual event where the entire education and training sector gather together to learn, debate, exchange ideas and be inspired.

EduTECH is the only event that brings together schools, tertiary education, VET, and workplace learning under one roof.

One large scale exhibition with eight parallel conferences covering the entire learning life-cycle, plus post-event masterclasses for a more tailored and intimate learning experience.
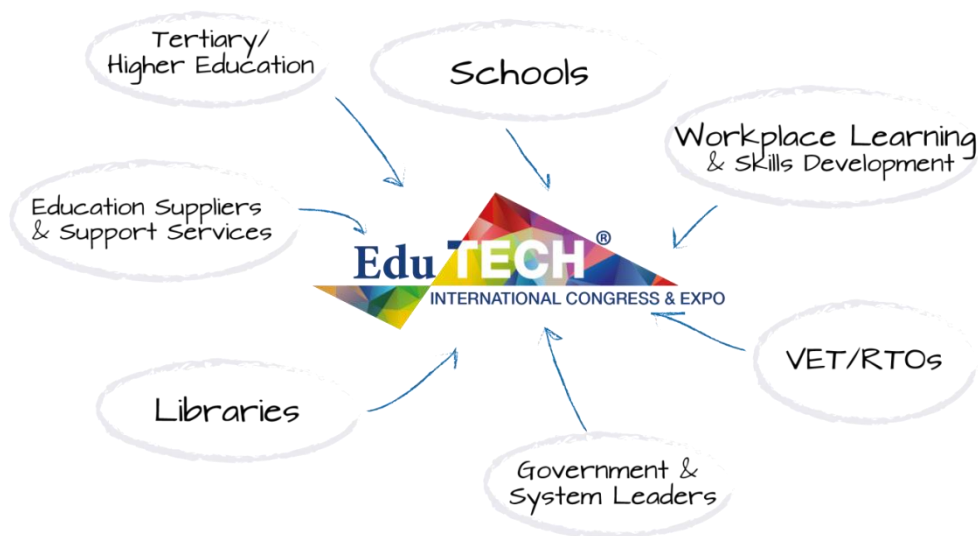
⤳ MISSION

To improve the quality of teaching and learning within Australasia and Asia-Pac.

⤳ WHO ATTENDS

EduTECH brings together the entire learning life-cycle under one roof.

- Schools
- Tertiary Education
- Workplace Learning
- Libraries
- Vocational Education & Training (VET)

EduTECH also brings together everyone in the decision-making and influence process:

- Educators
- Leaders & Executives
- Managers & Administrators
- IT Decision Makers
- System Leaders
- Government
- Business
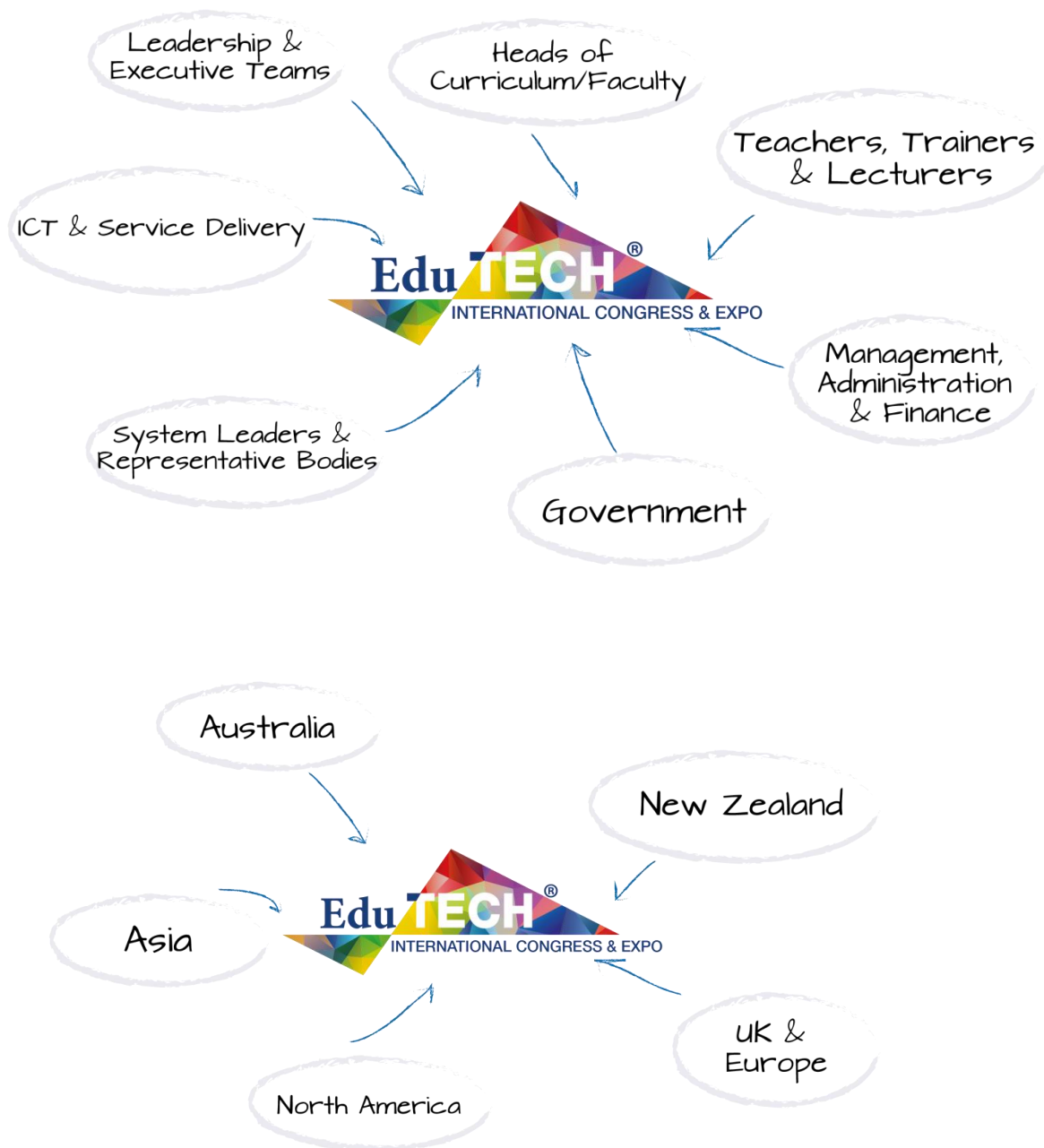
HIGHLIGHTS AND CONCLUSION OF EDUTECH.

Three speakers stood out for me at Edutech. The first being Baroness Susan
Greenfield, who got the conference off to a contentious start for some. While her
message was strong around the dangers of too much screen time for our youth, she
balanced out her message with what I believe; where we need to maintain a balance
in our lives and learning; between screen immersion and other methods of learning
and creativity. While the majority of Greenfield's findings were related to gaming and

high levels of activity without socialisation there was a stark reminder to maintain a balance of approaches in the classroom.

The second speaker who stood out to me was Andy Hargreaves. Andy spoke widely on the change we are now seeing in education. Andy talked of 2000-2015 being the years of achievement with norm and national testing being used by governments and education systems. He then talked about the time ahead being the years of 'engagement".

He stated that 'there are only two 21st Century skills: Digital awareness and global engagement'

Andy Hargreaves actually has an ambivalent attitude to technology. He doesn't own a smart phone (because he might use it!) and he talked about being critical thinkers about engagement and dis-engagement. 'We need to be where our kids are' (he said, eg. connected with where they are at digitally)

He argued that historically …

2000-2015 – The age of achievement (of testing, NAPLAN, a sense of urgency around achievement, literacy and numeracy) 'Beating the odds'

2015-2025 – The age of engagement and wellbeing. To 'changing the odds'.

This was a call for more engagement in schools: 43% of students at high school are, to some degree, disengaged from their learning and he showed the challenges of an 'average' class (mental disorders, bullying, parent separations, self-harm etc …)

Engagement is a challenge, especially now. (He talked about the needs of migrants and refugees). The job of educators is to take the kids where they are now, and move them forward. Before achievement comes engagement. 'Engage the kids as they are, not how we'd like them to be'.

He stated we have to stop disengagement – much of which comes about because of assessment. Hargreaves ended by talking about teacher engagement;

'A school that is good for a kid to be, has to be good for a teacher to be as well'

The final speakers who I really connected with were the Principal, Dr Lesley Murrihy and Deputy Principal Ursula Cunningham of Amesbury School from Wellington, NZ. At a time where schools are undergoing change to develop modern pedagogies and to be based in Innovative Learning Environments, the team from Amesbury highlighted that above all our schools need to be responsive and ever evolving. They talked about schools 'locking in' to particular methodologies and approaches to the point where they could not further evolve and be flexible.

Talk of setting the curriculum and teaching to groups of learners, teaching styles and topics / inquiries really resonates with me. They mentioned at times the learning is student driven, sometimes there is the need for direct teaching, sometimes it is fast paced, sometimes it is slow paced, sometimes digital, sometimes not and most importantly, the teaching and learning is flexible to need.

CASE STUDY VISITS TO TARANAKI SCHOOLS.

Over the duration of the sabbatical, I visited seven schools to talk with educators on how they are using digital technology to share student learning with key stake holders. I visited the following types of schools: 1 High School, 1 Intermediate School, 1 full primary, 3 rural contributing primary schools and 1 urban contributing school.

All schools were passionate and excited about the connection they were making between the home school partnerships. All believed there had been an increase in connection between the home and school learning partnership. All schools felt that they were still developing the consistency of use of the digital tools across the whole school, to share student learning, but where it was being used they felt an impact was being made for the learners.

The following table is a combined table of findings for all the schools visited.

Case Studies: Teachers Sharing Student Learning through a Digital Platform: NOTES (Colours denote each school).

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1. What are the main 'resources' being used to share student learning?
GAFE + Add Ons, Hapara Dashboard, Email. Seesaw, Google Sites. Blogspot. Blogger linked through GAFE – Class Blogs Yr1-3, Individual Blogs Yr 4-6. Blogspot, Class and Individual blogs, GAFE. GAFE, Facebook, Website, Email-fortnightly engagement reports. GAFE + Add-ons, Teacher Dashboard / Hapara

Are there secondary sources used to support the sharing of student learning? Eg secondary apps , websites etc
Blogger. Explain Everything, Telegami, StoryPark GAFE (Sites and Slides). GAFE, Facebook, School Website. Seesaw, Storypark. GAFE, Teacher Dashboard – Hapara. iMovie, Telegami, Puppetpals, Educreations. Facebook – video newsletters, e portfolios, twitter. Blogger, Email, SMS.

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2. What online platforms has the teacher used or currently use to support their own development of sharing student learning digitally.

Eg Google Hangouts, communities, twitter feeds, PD , Pinterest, Facebook Groups etc
Twitter, VLN. VLN, Skype, TKI, Twitter. VLN, Cluster Schools, ETV, ECast, Enabling E Learning Framework. Tli Funding – used to bring in experts. VLN, Cognition PD Provider. Twitter Feeds, VLN, Alannah King. Twitter Feeds, VLN.

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3. (a) What are the main reasons for sharing student learning from the following (select up to four)

Assessment / Achievement	Modelled Teaching	Notices and Reminders	Classroom updates on curriculum / teaching focus	Home work/ Home Learning	Students articulating their own learning and sharing
✓	✓✓✓	✓	✓	✓✓✓✓✓	✓✓✓✓✓
Sharing / celebrating achievement milestones.	**Other (communicating with students and parents)**	**Other (student engagement)**	**Other (TV/Video Sharing)**	**Other (Transition)**	**Other (Sharing learning skills and dispositions)**
✓✓✓✓	✓✓	✓	✓✓	✓	✓✓✓

4. What has been your journey in sharing learning digitally with home / whanau? Other resources used etc – what did / didn't work and why?
Using teacher strengths and trials – staff PD and development.
Infrastructure first – Schoolzone to GAFE, visited schools in Wellington, initial use of docs with planning and then with sharing student learning with home.
Knowledge Net, Spike@School, Schoolergy. ILE Pedagogy in place – digital integration alongside. KidBlog then on to blogspot, e-portfolios – children did not engage.

5. Is there consistency across the school – future plans – etc (PD and development across the staff) school expectations etc.
Seesaw used in Years 1-3, (using tablets) Digital Portfolios used in Years 4-6 using Sites (on Chromebooks). All staff have attended U Learn, use TKI and VLN. Screen Castify used as a tool to support staff using the digital platforms (video tutorials). BYOD across the school. Staff meetings always contain collaborative chats around ILE Pedagogy. Visited other schools, developing consistency across the school, looking into Chromebooks and Hapara. Director of communication works across the school on sharing of communication.

6. What have been the highlights, impact points etc?
Collaborative practice between and across classes and teachers. BYOD. Digital expertise in students growing, eg coding and ICT enrichment at lunchtimes. Authentic and interactive application of home learning and sharing student learning. Sharing student transition with whanau. Sharing of learning using e stories – follow on from kindy, kindy stories also available to teacher. Development of student dispositions to learning, recording of digital learning conferences. Parents having conversations with the students about their learning.

7. What are the barriers for sharing student learning digitally? (For students, teachers, school, whanau).
Consistency across classes and teacher use. Maintaining consistency and the balanced use of digital devices in the classroom. Keeping the quality of student learning at the forefront eg tasks and curriculum coverage. Some split in feeling from community on sharing student learning digitally and students using digital resources in the classroom. A need for digital citizenship at school and home. Lack of internet access for some families. Parents focus on wanting homework, parents comment constructively to students. Considerate comments being posted by parents. Development of digital citizenship across students and school community, permission and consultation with community – a journey (going well). Lack of devices in homes, socio economic factors and transience, rural internet. Digital Citizenship. Keeping the school vision at the forefront, maintaining quality learning – purposeful and engaging, maintaining balance across classrooms and the school.

Connected Learning Advisory Webinar —
Te Ara Whītiki webinar,
Building digital connections with your community

While on sabbatical the Connected Learning Advisory were promoting a webinar on TKI. The webinar gives a good insight into what schools around NZ are doing to digitally connect with their communities. The following link will take you to a recording of the webinar.

https://coreedu.adobeconnect.com/p44kaikwu59/?launcher=false&fcscontent=true&pbmode=normal

The webinar highlighted the many tools that are available for schools to connect digitally with their parents.   The two screen shots above from the webinar give a quick glance into the many methods which were discussed. Other schools also shared what they were doing via the chat stream. The focus wasn't just on the sharing of student learning but on digital connections with school communities.

Current Digital Connections at St Joseph's School New Plymouth with Our Community.

The following table provides links to how we are currently using digital resources to connect with our community. Our Blogs and Seesaw accounts are currently not able to be shared globally but are used as a tool in some classrooms to share student learning. If you are local or visiting Taranaki our teaching team would be happy to share their 'Seesaws' or 'Blogs' with you. Our biggest recent success for community digital connection has been our School App. Our App has more users than families; it is an excellent tool for notifications, reminders, organisation and administration. It also has links to key pages on our website and to our Facebook Page.

DIGITAL TOOL	LINK	PURPOSE
WEBSITE	www.stjosephsnp.school.nz	Static information on school for marketing and enrolment. Links to other digital tools used by the school. Notices and newsletters etc stored within the website.
SCHOOL APP	http://www.apppicker.com/apps/1041354686/st-josephs-catholic-school-np	All admin eg Absences, contacts, events, notifications, messages, newsletters, Facebook link, website link, OSCAR info etc. Used for instant notifications etc.
FACEBOOK	https://www.facebook.com/st-josephs-catholic-school-new-plymouth-199702656742159/	Celebrations, promotions, reminders and updates.
ASSEMBLY SMS		Instant messaging, email, school database etc.
CLASS BLOGS, SEESAW, PARENTS EMAIL AND GAFE.		Updates on student learning, curriculum content, homework, sharing student learning etc.

COMMUNITY ENGAGEMENT ON SABBATICAL TOPIC

Before the start of my sabbatical I included a question in an online survey on sharing student learning where I purposefully left out the word 'digital'. By doing this I wanted to see what opinions the community held on the sharing of student learning. The question I asked was:

In what ways would you like your child's (children's) day to day learning to be shared with you at home? List as many examples as you like, including what you have heard of or liked from other schools.

The responses came back and were quite varied ranging from traditional reporting methods through to the digital sharing of classroom learning through app based platforms (Seesaw was just starting in some rooms).

Table of Responses:

In what ways would you like your child's (children's) day to day learning to be shared with you at home? List as many examples as you like, including what you have heard of or liked from other schools.

Response	Frequency
Written communication eg notebook, home learning sheet, exercise books home.	28%
Use current written report writing and learning conferences (happy with what is happening).	10%
Digital Learning Stories, Posts, Blogs, School App etc	52%
Communication tool (digital or written not specified), visiting the classroom, talking to teacher and children.	10%

The responses indicated that the community were engaged and keen to be aware of student learning. Many of the responses indicated that parents were interested to find out more about was being covered in the curriculum so as to support and have conversations with their child about their learning. The responses indicated that half of the parents were interested on digital updates on student learning, it could also be surmised that half of the parents were happy with more traditional means of sharing student learning in terms of curriculum content and achievement, such as written communication through home learning, written communication, conversations and traditional reporting methods

At the end of Term Two the school community was again surveyed to gain a feel on their views of sharing student learning **digitally**. The survey highlighted some real successes of what was being trialled digitally in classrooms and some genuine concerns from members of the parent community.

The responses to the survey are as follows. The open ended question responses have been summarised into themes and collated as a frequency of responses.

Digital Sharing of Student Learning with Families - Mike Dowd Sabbatical Survey

If teachers were sharing classroom and student learning digitally with you at home, which four of the following items would be most important to you?

Items to be Shared	Count
Notices and Reminders	**19%**
Updates on what is coming up in the class programme	**16%**
Homework / Home Learning	**19%**
Students articulating their learning in recordings or video	**7%**
Clips of teachers teaching to support parents at home	**1.5%**
Assessment and Achievement Milestones	**16%**
Pictures and videos of what has been happening in the classroom for parents to use as a prompt for learning conversations at home	**18%**
Other, please specify (Nothing digital)	**0.4%**
Responses to this question	**64**

How would you prefer to receive digital updates of your child's learning?

	Count
Email Notifications	**30** (33%)
Website based (including email notifications e.g., Class Blogs)	**18** (18%)
App Based (including notifications) - more suitable to phones, tablets, etc, e.g., Seesaw	**39** (43%)
Social Media Posts, e.g., Facebook, Twitter, Instagram	**4** (4%)
Other, please specify	**2** (2%)

Other Responses
talk to teacher

Parents and teachers are busy people. How often would you realistically like to receive a digital post of your child's learning?

	Count
Daily	**0** (0%)
Weekly	**15** (23.44%)
Fortnightly	**21** (32.81%)
Monthly	**15** (23.44%)
Termly	**7** (10.94%)
Other, please specify	**6** (9.38%)
Responses to this question	**64**

Other Responses
Twice a term
Don't feel it is necessary at all
Current reporting is fine
Anytime if necessary
I'd rather my child's teacher was teaching than uploading items on social media
Current reports are great

The following section of the report pertains to four classes where student learning and curriculum updates were being shared with the parent community using the platform, 'Seesaw'.

Do you have a child in (the classes) where the teachers have been using the student learning and sharing App 'Seesaw'?

	Count
Yes	**27** (44.26%)
No	**34** (55.74%)
Responses to this question	**61**

How often would you like to receive posts about your child's learning through Seesaw?

	Count
Daily	**0** (0%)
Weekly	**13** (48.15%)
Fortnightly	**5** (18.52%)
Monthly	**3** (11.11%)
Termly	**1** (3.70%)
Other, please specify	**5** (18.52%)
Responses to this question	**27**

Other Responses
Monthly As a minimum
Don't feel it is necessary
I'm happy to visit the class if I want to see anything
As they become available, it's a nice insight into the classroom
We are happy chatting with our child about what they learn at school, I don't really get a chance to go on seesaw or feel the need.

Do you know how to add comments/ voice comments to your child's entries on Seesaw?

	Count
Yes	**22** (81.48%)
No	**5** (18.52%)
Other, please specify	**0** (0%)
Responses to this question	**27**

Do you look at the learning journal entry on Seesaw with your child and discuss their learning?

	Count
Yes	**18** (66.67%)
No	**9** (33.33%)
Responses to this question	**27**

What do you see as the benefits and what content do you enjoy seeing on Seesaw?

Successes	Barriers
More aware of what learning and curriculum topics are being covered in the classroom (13)	Prefer to visit the class in person. Child talks willingly about learning without digital need. (2)
Having more discussions with child about their learning. (9)	Pressure on children to be producing work to be shared. (2)
Child explaining their learning / being connected. (5)	Not a tool that 'enhances learning'. (2)
Able to share learning with extended family (2)	Concern that posts could be staged and not authentic. (2)
Keep up to date with notices. (1)	Pressure on teachers to post instead of teaching. (3)
	Time pressure on parents to view posts. (1)

The final question was available to all survey respondents.

Do you have any comments or questions on the digital sharing of student learning?

Successes	Barriers
Updates on learning progress. (1)	Pressure on teachers, competition between rooms. (3)
Ideas to assist learning (2)	Pressure to have tech in the home, dependence on digital devices. (2)
Tool to engage between home and school (2)	Burden on teacher time. (3)
Notifications are a good reminder tool on Seesaw and the school app. (2)	Social Media / Internet concerns (3)
Having a closed group (child, teacher, and parents) makes it feel safe. (1)	Concentrate on fundamental learning skills before digital. (2)
Good idea to be sharing learning digitally (11)	Privacy. (2)
	Prefer to communicate directly with teacher and child without digital means. (3)

Conclusion of Community Engagement:

The community feedback highlights the need for a real consideration of internet safety and privacy when sharing student learning digitally. Parents have indicated that where their child has been involved in classes where they are sharing student learning digitally they have felt engaged with what is happening in the classroom and

they are having discussions with their children about their learning. It is interesting to note that the community would be most comfortable with posts on their child's learning being between two weeks to a month apart. Parents also indicate that any posts must be authentic and not a burden in any way to a teacher's current work. Home learning, and updates on the content of the learning in the classroom along with notices and reminder updates are the most preferred items to be posted to homes, followed closely by student achievement milestones. Students articulating their learning and clips of modelled teaching were scored lowly by the parents.

Sabbatical Summary:

My thoughts….

There is of course a danger of being 'knee jerk' and 'fad driven' in education if you hold the belief of an evolving and flexible curriculum. That is where I believe leaders and teachers in schools need to work hard to maintain and enhance effective and balanced approaches in classrooms. I believe we need to be open and engaged with many approaches to teaching and learning to 'set the fire' for a life-long love of learning.   This is of course through engagement of our learners with a broad and diverse curriculum which is not narrowed by achievement pressure, but which is true to the vision and mission of the school and in the case of our school, our Catholic identity… whether it be digital or 'analogue' or a balance of the two in its delivery / application.

The sabbatical experience has been valuable in looking at development areas in our school in terms of the digital technology we are using and the balance of its use. We have a desire to be in the 'deeper water' of the following depiction of the SAMR model of Technology Integration.

The SAMR Model for Technology Integration
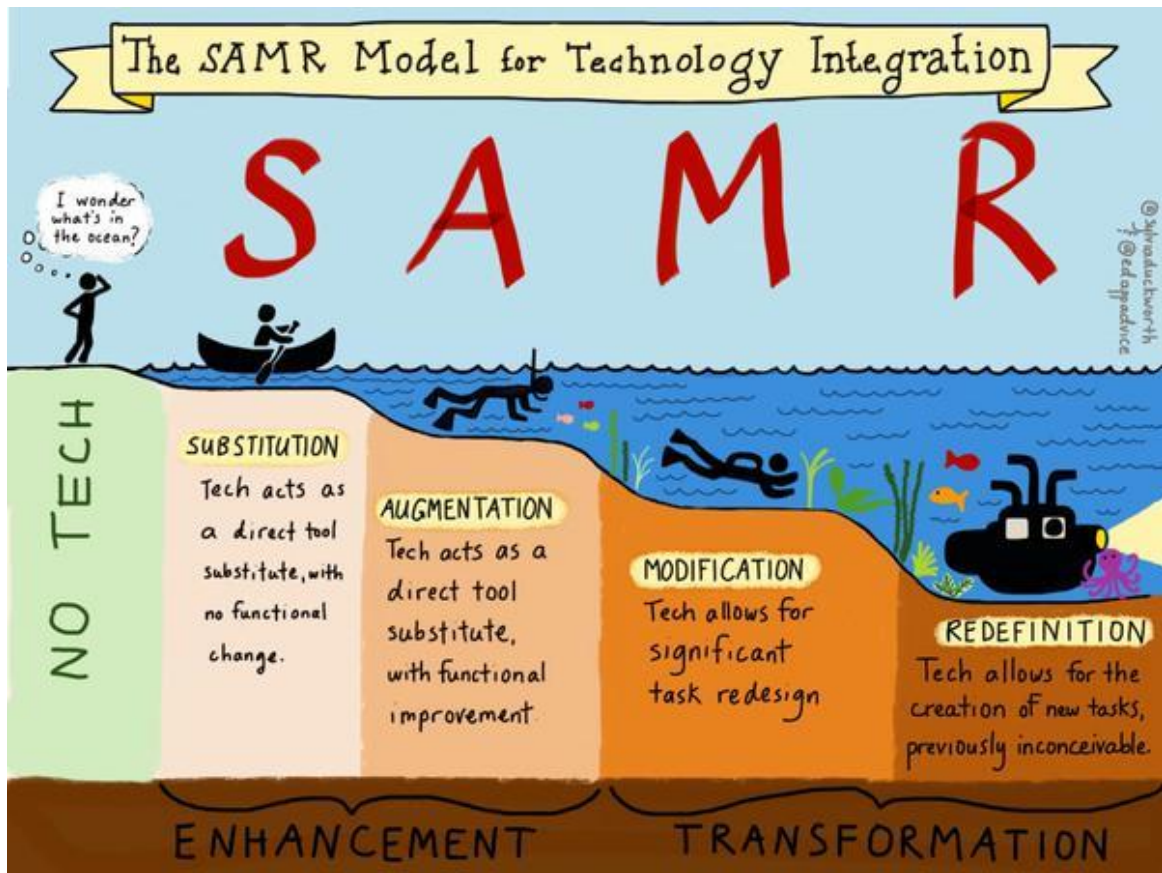
When sharing student learning digitally I believe the focus needs to be on sharing what is happening in terms of the curriculum and content coverage in the classroom and sharing student work with a wider audience. This allows the chance for parents to connect with the student learning and relate it to the student's home life / learning. The ability to share learning moments, through a reliable and safe platform, also has many positives for connecting the community with student learning in the classroom.

Our community would prefer that posts are not too often. The posts must be authentic, private and enable discussion between the child and home. The use of the tools must be developed alongside the teaching team and not be a task that takes away from their teaching time or that becomes an unrealistic burden. Students could be creating their own posts as a part of their learning.
There are many tools available for schools to use. There are some LMS (Learning Management Systems) being used in Australia with success to bring all online tools together for the digital sharing of student learning – check out 'Firefly' as an example. I would suggest trialling a few digital tools and visiting schools that are

using them to see how they work and hopefully avoid some of the pitfalls and expenses associated with some of the tools. Making a considered decision on how and when to share student learning digitally must involve all stakeholders and be a tool to support other methods of sharing student learning. Clear procedures must be developed between all stakeholders so that shared understandings are developed in relation to the digital sharing of student learning in terms of content, privacy and safety.

The other part……Refreshment, Rejuvenation and being a Dad.

The chance for my boys to head home like the 'other kids' at 3pm was 'gold' for them. They loved having me at home when they got there and we enjoyed the time to go and do 'stuff'.

We also enjoyed a 'fullas holiday' to Christchurch and Hanmer where they created the itinerary and kept to our budget (yeah right!).

Thanks to a gift of a Chelsea Winter Cook Book prior to the sabbatical from my wife I enjoyed the time to create lots of new dishes for the family. Check out Chelsea's Moroccan Chicken Salad recipe which was a popular meal in our house!

The End

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