FROM THE CCP OFFICE

DIMI PAPADAKIS, DIRECTOR

Dear Colleagues

Welcome to the first Bulletin for 2010 – I trust you are rested and ready for another action-packed term.

This Bulletin features “The Three Little Pigs” - an interesting example of interactive whiteboard and video conference technology used in a “Connecting Learning” project. There is also information on access and resources for Bridgit (a data collaboration tool), a reminder on the Video Conferencing Refresher Course, your feedback from the Bulletin 2009 survey and last but not least our announcement for the wider availability of the blogging tool, ‘blogED’ for all schools.

With my best wishes – looking forward to another great year,

Dimi Papadakis

Stories from the Field

Connecting Learning in the Primary Classroom

In Term 4, 2009 a collaborative project between Information Technology, Learning Systems and Curriculum K-12, brought 30 officers together from two Directorates to work in primary school classrooms with 19 teachers from nine regions. The aim of this approach was to support teachers to effectively embed technology into teaching and learning, and to develop teaching resources that use the interactive whiteboard and video conferencing equipment. An additional purpose was the development of video conference links and possible events based on units of work being done in the teachers’ classrooms.

Resources produced from this project will be available during Term 1 on the Curriculum K-12 Directorate website: http://www.curriculumsupport.education.nsw.gov.au/connected/leading/index.htm

One example from the project: retelling a familiar story - The Three Little Pigs

Sharmayne Movrin, Kindergarten teacher at Chipping Norton Public School, and Patricia Roberts, Regional Implementation Officer, planned a unit of work in literacy with support from Annalies van Westenbrugge, Senior Curriculum Adviser, English K-6. Sharmayne taught the unit to her 18 students while Patricia observed. Seven lessons in the unit titled “The Three Little Pigs” focused on skills in ‘Aspects of Speaking’ - Critical Aspects of Literacy Development. Each lesson was designed to enhance the development of...
Kindergarten students’ skills in the area of ‘Talking and Listening’. Technology in the literacy unit used modelled, guided and independent teaching and learning experiences. The use of the interactive whiteboard enabled the students to see and interact with the well-known story, as well as review and retell a familiar text. The recording tool on the interactive whiteboard was used to record a video of the students retelling the story which enabled the teacher to assess the students’ performance.

Annalies described how in terms of the Quality Teaching Framework, “the focus in this series of lessons was on the elements of metalanguage, explicit quality criteria and engagement. The students were aware of specific criteria used in checklists and charts which they referred to throughout the lessons to direct their learning. In the third dimension, significance, the element of narrative was used to develop students’ talking and listening skills”.

Present at each of the lessons, Patricia outlined Lesson 4 in the unit sequence which used the recording tool on the interactive whiteboard, “this was a whole class activity. Half the students had the opportunity to manipulate the characters on the IWB as the other half took turns to retell part of the story. Some students were given the opportunity to do the retelling. When completed this retelling was replayed and used as an assessment tool. The roles were reversed and the process repeated, so that all students played a part in both retelling and moving the characters and props”.

For the final lesson, the students at Chipping Norton Public School dramatized the story via video conference for teacher, Renee Lay’s K-2 class at Binalong Public School. Some of the questions asked by the students at Binalong after the performance included: “How did the mother pig feel when her little pigs left home?”, “Why did the wolf blow down the houses?” and “How did the little pigs feel when the wolf destroyed their homes?”. Renee said afterwards, “the students thought the experience was amazing! Even though the size of our schools is very different, we still had a lot of similarities”.

From Sharmayne’s perspective, “overall the whole experience was incredibly valuable as it will definitely enrich the quality of my lessons and has encouraged me to be more adventurous with my use of technology in the classroom. Also I am now more aware of the applications of technology as a fantastic teaching and assessment tool”.

The teachers plan to keep in contact in 2010 and develop other opportunities to collaborate using video conference and interactive whiteboard technology. For further information contact patricia.a.roberts@det.nsw.edu.au and julie.haeusler@det.nsw.edu.au.

CCP 2009 BULLETIN SURVEY: What you told us!

Thank you to those readers who responded to our call for feedback on the Bulletin in December 2009. If you would still like to respond, and add your views to the suggestions below please use this link https://detwww.det.nsw.edu.au/lists/directoratesaz/ccp/bulletins/bullsurvey.pdf.

You stated that you like:

- the current frequency, fortnightly publication
- the Bulletin’s current length, it’s just right
- the current distribution through email and Inprincipal (the most popular), and
- the publication because “it’s current”, “it highlights education and technology”, “demonstrates what’s possible”, “has good resource suggestions” and “the stories are from teachers doing great work with technology”.

In 2010 you would like to see:

- even more school and TAFE examples of the technology being used in connected classrooms
- school stories from the science and technology KLA, and
- ideas for how to include video conferencing into programming a unit of work.

There were no comments in survey responses in regard to what you wanted less of, and the extra comments you made about the Bulletin were all very positive, for example, “it’s an excellent publication”, “the Bulletin is sound as is”, and “when I assisted submitting an article I found the whole process easy, informative and professional”.

BRIDGIT - DATA COLLABORATION SOFTWARE FOR THE INTERACTIVE CLASSROOM

A significant amount of additional work has been carried out to enhance Bridgit, the data collaboration tool for the interactive classroom. Access to the upgraded service is simple and secure – staff and students will use their DET User ID and password to login to the portal: https://portal.det.nsw.edu.au/ and select the Bridgit link.

Detailed instructions and an extensive range of support materials for Bridgit are available at: https://detwww.det.nsw.edu.au/it/learnsyssupport/collaboration/index.htm.
 thanks to the combined and tireless efforts of many I am pleased to announce that the NSW DET blogging tool ‘blogED’ will be made more widely available to schools from Monday 15 March 2010.

School teachers will be able to use ‘blogED’ once access has been granted by their Principals through the Access Management Utility (AMU). Once enabled a new tab called ‘Learning Tools’ will appear on the teacher’s portal page.

Principals who would like to be provisioned for AMU Learning Tools access to ‘blogED’ from Monday 15 March 2010 can register by emailing blogED_access@det.nsw.edu.au with the school’s name in the subject line. Registering will assist us manage a coordinated transition for all schools.


On this page you will find a link to the video ‘Tour of blogED’. This video is a great starting point in understanding the uniqueness of the DET’s blogging tool and its potential as a powerful enhancement to teaching and learning. Blogs can enhance engagement, deep knowledge and understanding, connectedness, inclusivity and many other elements of quality teaching.

Past CCP Bulletins provide examples of the quality and innovative work undertaken by trial teachers and students in making ‘blogED’ come alive in classrooms.

‘blogED’ provides a number of unique features to make it as straightforward as possible to use. In addition to having similar features to other blogging tools ‘blogED’ enables NSW DET teachers to:

- add a whole class to a blog as one group
- guide student publishing with moderation of content and design
- use multimedia such as video, images and audio in blogs and meet copyright requirements with a copyright labelling process
- ensure student safety by receiving reports of concern from blog users about content
- choose an appropriate audience for student work: private for identified students and teachers within the school; all DET and; public (with compulsory moderation).

All users login to ‘blogED’ through the NSW DET portal using their username and password so there is no need to issue or remember another password. All ‘blogED’ email notifications are delivered to the user’s DET email address.

There will be a range of online support resources available to help Principals, teachers and students understand and use ‘blogED’:

- Online help available from within ‘blogED’
- FAQs
- pdf user guides

All these materials will also be accessible from within ‘blogED’.

Access issues and technical difficulties for ‘blogED’ are managed by the ICT Service Desk. The desk can be contacted on:
- telephone: 1800 338 483 from 7:30am to 6:00pm Monday to Friday
- email address: ithelp@det.nsw.edu.au

To help raise awareness and understanding of ‘blogED’ in schools, Regional Implementation teams will be delivering familiarisation sessions for teachers at a regional level. Contact your RIC or RIO for more information.

Watch the CCP intranet site, CCP Bulletin, InPrincipal and ‘blogED’ for further updates, including announcements of any new features such as the ability for host schools to establish private blogs with one or more guest schools.

Wider availability for TAFE teachers is planned for later in Term 1 2010.

Enquiries can be directed to Sylvia Corish, Learning Tools, Business Project Manager, (02 9561 1313) or for specific TAFE enquiries to Janet Burstall, Learning Tools Implementation Support (02 9561 1319).
REMINDER: VIDEO CONFERENCING REFRESHER COURSE

Learning Systems is offering a Video Conferencing Refresher Course for schools already trained in Phases 1, 2 and 3; it focuses on the effective use of the video conferencing (VC) equipment and sharing of digital resources.

The course:

- runs for one hour, 3:30 pm – 4:30 pm on a Tuesday, Wednesday or Thursday in Weeks 2-10 in Term 1, 2010
- is suitable for the Principal, school executive, teaching and non-teaching staff with limited experience using VC and desk top sharing
- uses a workshop format, with a maximum of three schools to ensure personalized attention. There is no limit to the number of participants from each site, and
- covers content on planning and managing VCs with another school, planning and managing VCs with another school sharing digital resources, participating in advertised VCs, video conference etiquette, recording VCs and, accessing support documentation.

Each school must provide a pre-course contact person to test the equipment and set up on the day (allow a 15 minute video conference or telephone call).

If interested in participating, Principals should contact:

- Mel Wood (Regional Implementation Co-ordinator - New England Region) ph: 0427 467 860 / email: melissa.wood4@det.nsw.edu.au
- Jenny Heinjus (Regional Implementation Officer - Riverina Region) ph: 0428 619 968 / email: jenny.heinjus@det.nsw.edu.au