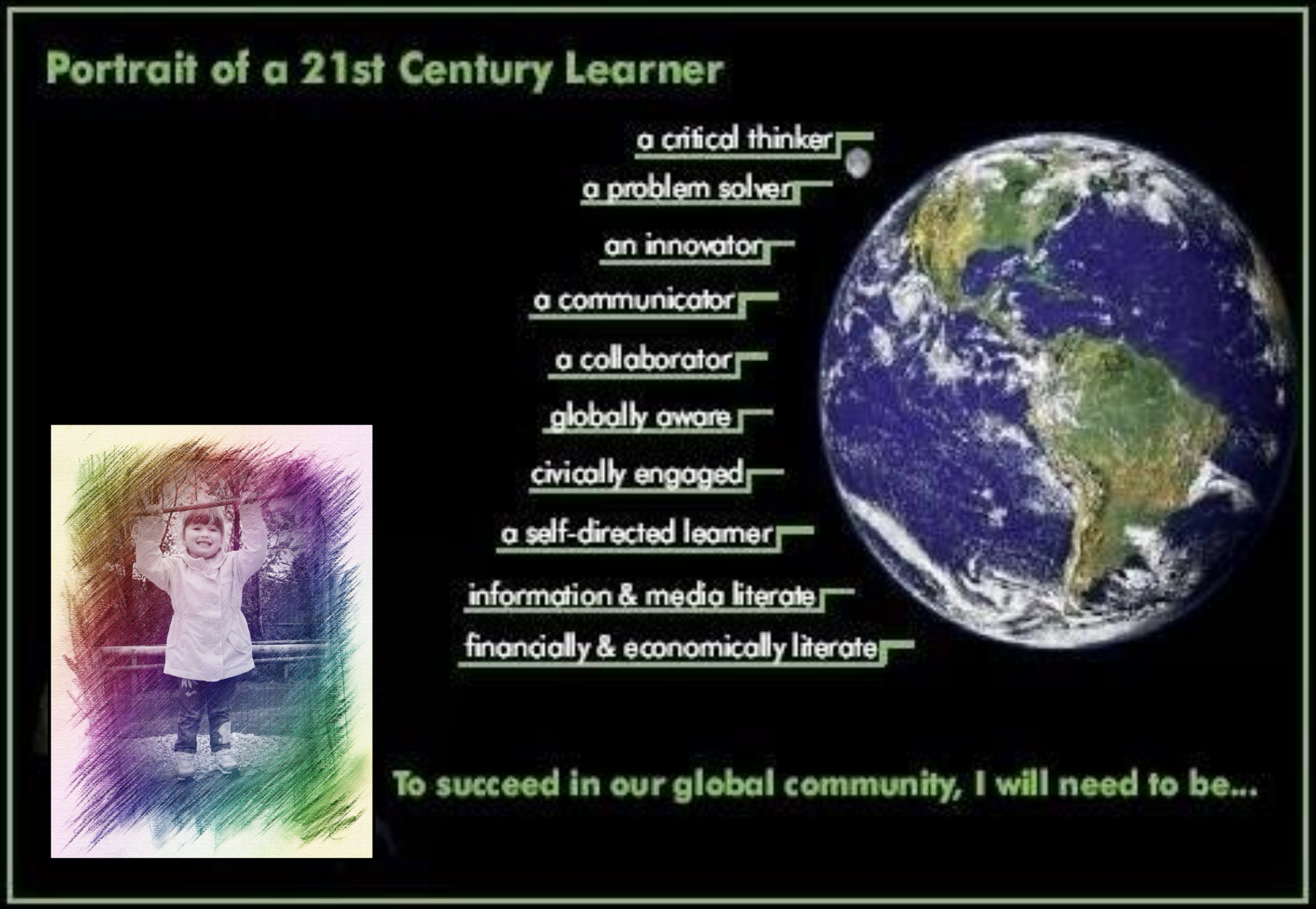
THE FUTURE CLASSROOM TODAY-

S.C.PRIDHAM

2013 -2032

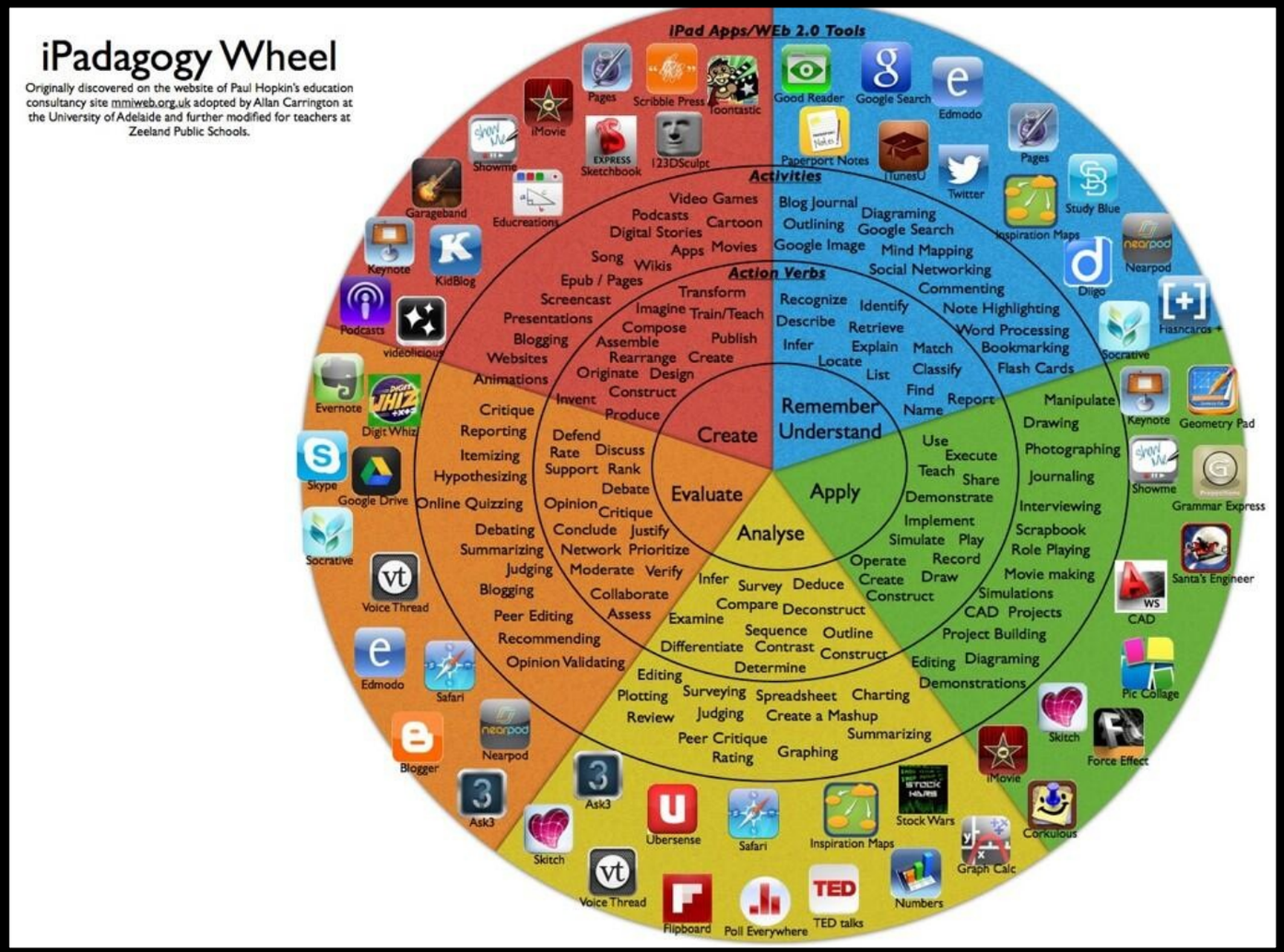
21ST CENTURY LEARNER

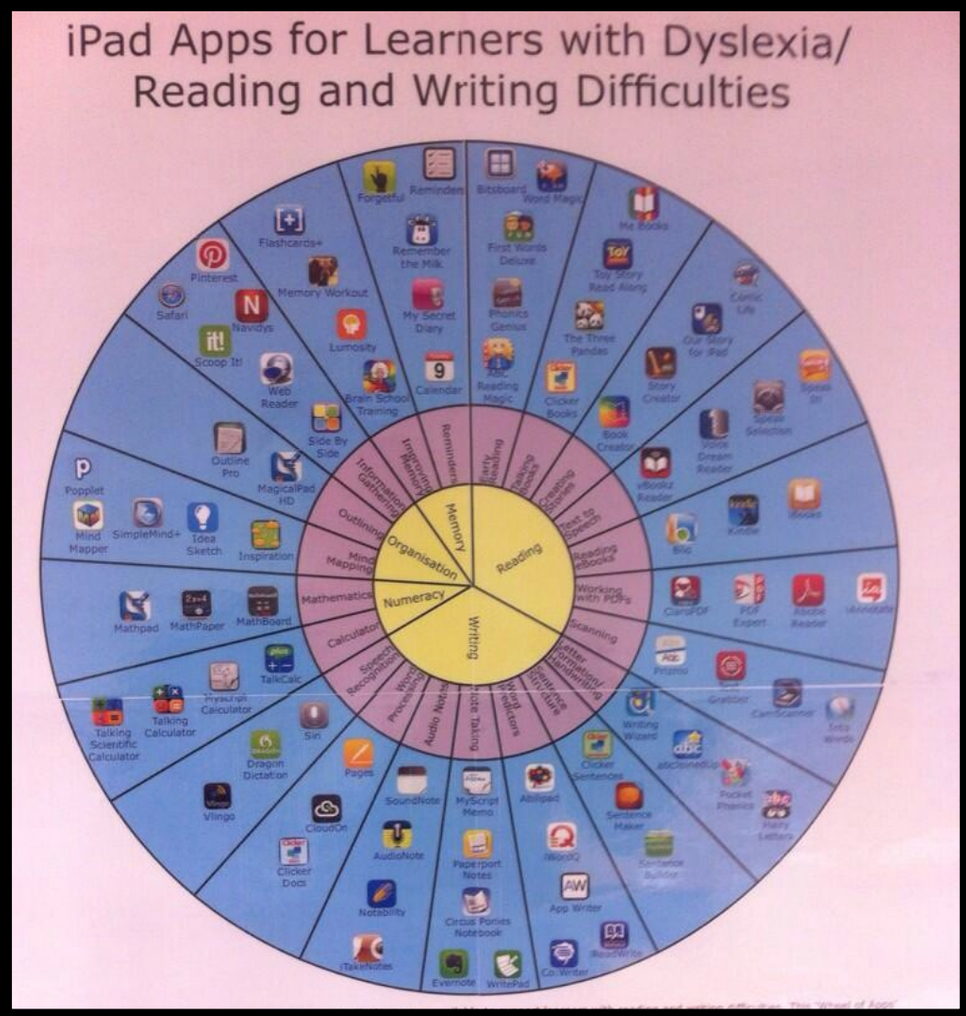
21ST CENTURY LEARNER



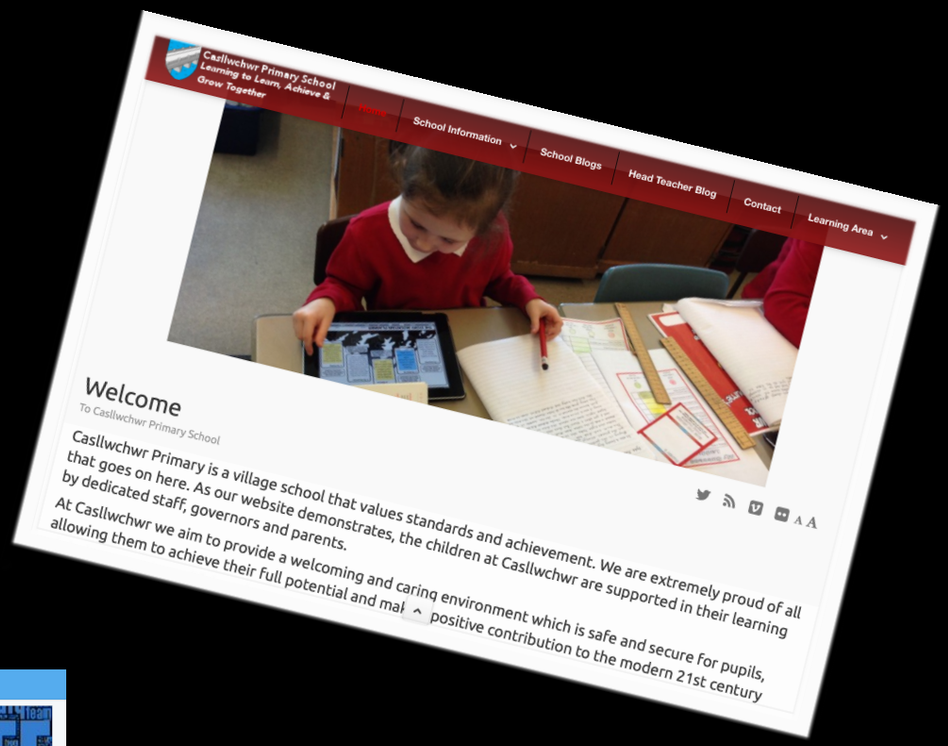
OUR JOURNEY @ CASLLWCHWR
MODERN MOBILE 21ST CENTURY LEARNING

APPS, APPS, APPS





COMMUNITY ENGAGEMENT



GOOGLE DRIVE

38 IDEAS for USING Google DRIVE IN THE CLASSROOM

DOCS

1. Collaborate and share lesson/curriculum plans
2. Track instructional interventions
3. Create a simple webpage with Docs publishing
4. Share and collect assignments without printing
5. Provide instant feedback to students
6. Access documents in class or at home
7. Consolidate notes for department or faculty meetings
8. Improve writing skills through peer editing and feedback
9. Work on reports, research or papers together with peers in different classes, schools or countries
10. Keep a continuous, running log for assignments such as journal entries or writing samples

SHEETS

1. Create a seating chart
2. Record grades with an organized grade book
3. Track attendance, missing assignment and behavior reports
4. Store a database of contact information for students and parents
5. Use a word cloud gadget to visualize written responses
6. Use an Apps Script to automatically email feedback to students
7. Collect data from across the web for research
8. Create interactive flashcards with a spreadsheet gadget
9. Format a weekly class schedule

SLIDES

20. Share presentations with your students and coworkers
21. Upload and convert existing presentations to Google Drive format
22. Download your presentations as .pdf, .pptx, or .txt files
23. Insert images and videos, and format your slides
24. Draw organizational charts, flowcharts, design diagrams and much more within a presentation
25. Publish and embed your presentations in a website, allowing access to a wide audience
26. Add slide transitions, animations and themes to create show-stopping presentations
27. See exactly what others are working on with colorful presence markers
28. Edit a presentation with other people simultaneously from different locations
29. Use revision history to see who made changes or to revert to earlier versions
30. Say hello, start a conversation or share new ideas using built-in chat
31. Use the comments feature to provide asynchronous feedback on slides

FORMS

32. Collect mailing addresses
33. Build quizzes
34. Student group welcome forms
35. Club event requests
36. Structured peer editing and feedback
37. Assignment checklist and submissions
38. Applications for positions in clubs, groups, student government, etc.

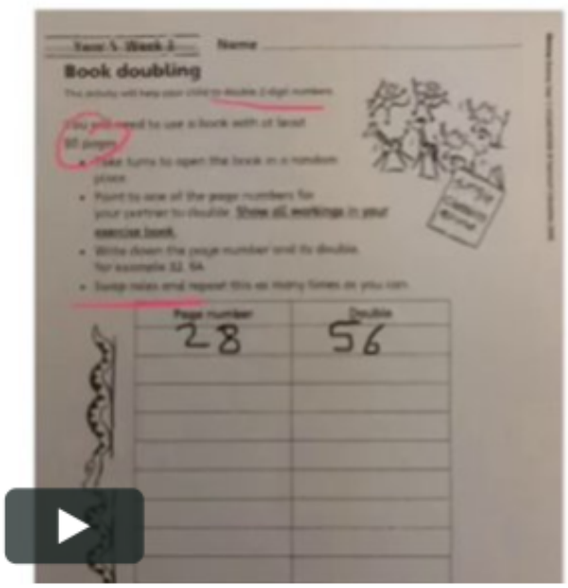
Based on information found at:
http://www.google.com/edu/training/tools/

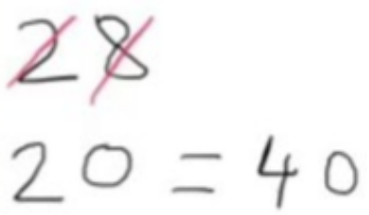
SCREENCASTING

vimeo

Hi Casllwchwr Primary!

Casllwchwr Primary shared a video with you on Vimeo:





Homework - 7 Oct 2013

by **Casllwchwr Primary** / 7 months ago

Forward this email to your friends and family so that they can watch the video too.

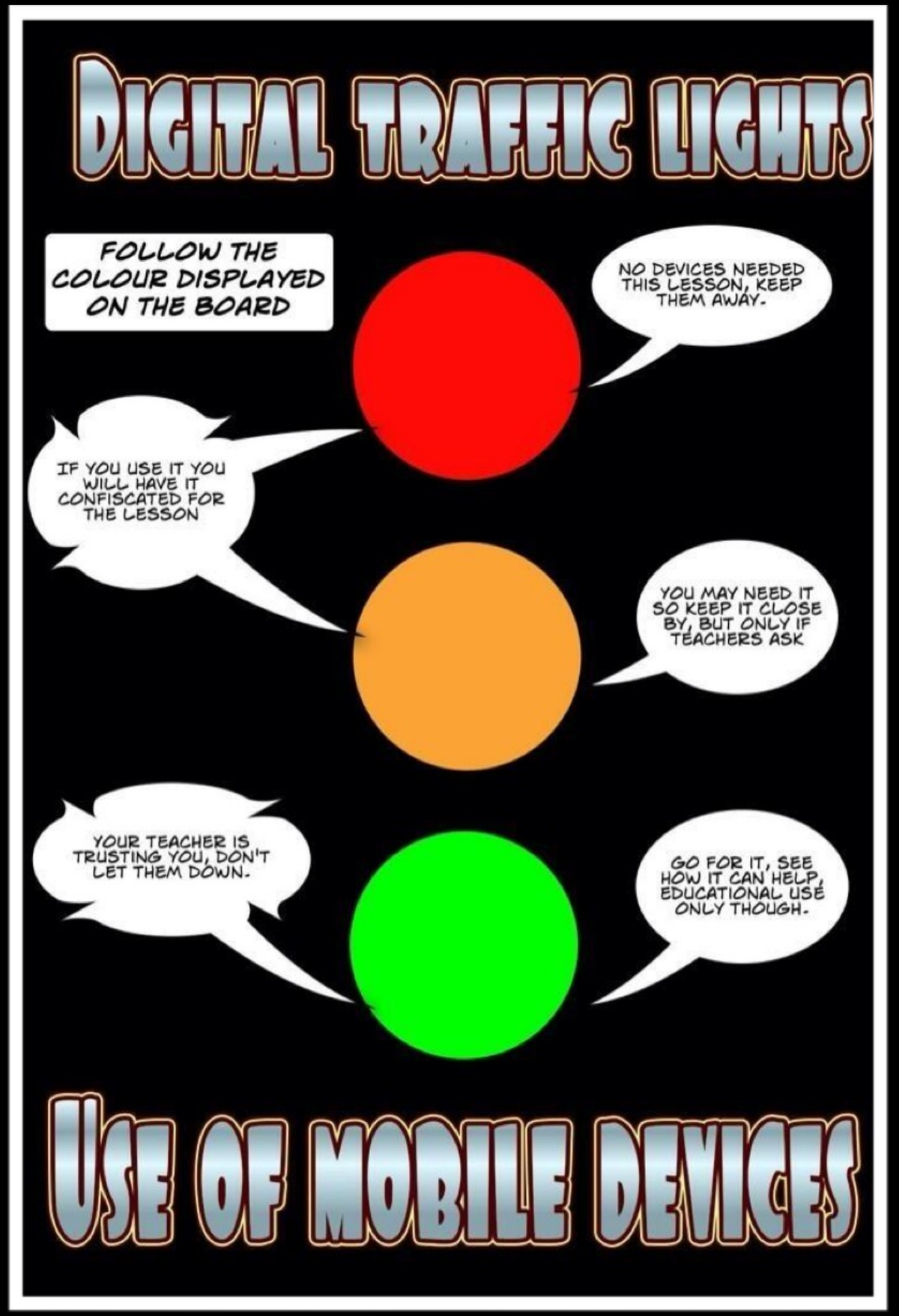
Change your notification settings:
https://vimeo.com/settings/advanced

vimeo

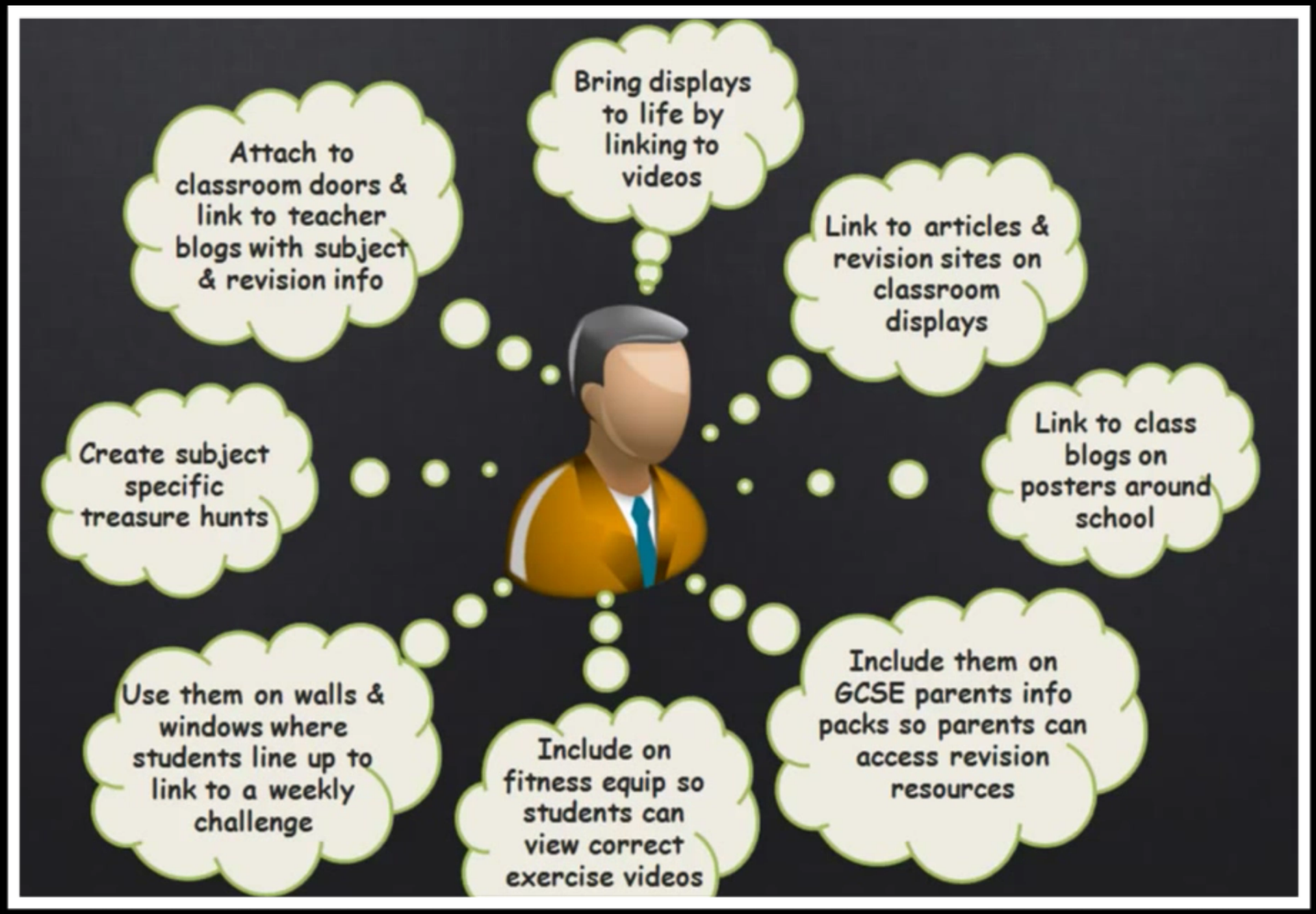
MOBILE PHONES IN COMPREHENSIVES

CODE OF CONDUCT

- Co construct with students
- Pilot in key departments
- Remain positive
- Praise effective learning
- Stick to code
- Disseminate good practice



QR CODES - HIGHLY EFFECTIVE



CREATIVE WITH QR

JVC

WHY? WHAT FOR?
PREPARING FOR 21ST CENTURY

- Redefine the tasks which deliver teaching and learning
- Independently integrate technology into their educational journey
- Engages with a pupils world
- Ella in 2032
- Industry engagement key - LIFE Programme
- Cluster model - comprehensives

GAME CHANGER

LIFE Programme

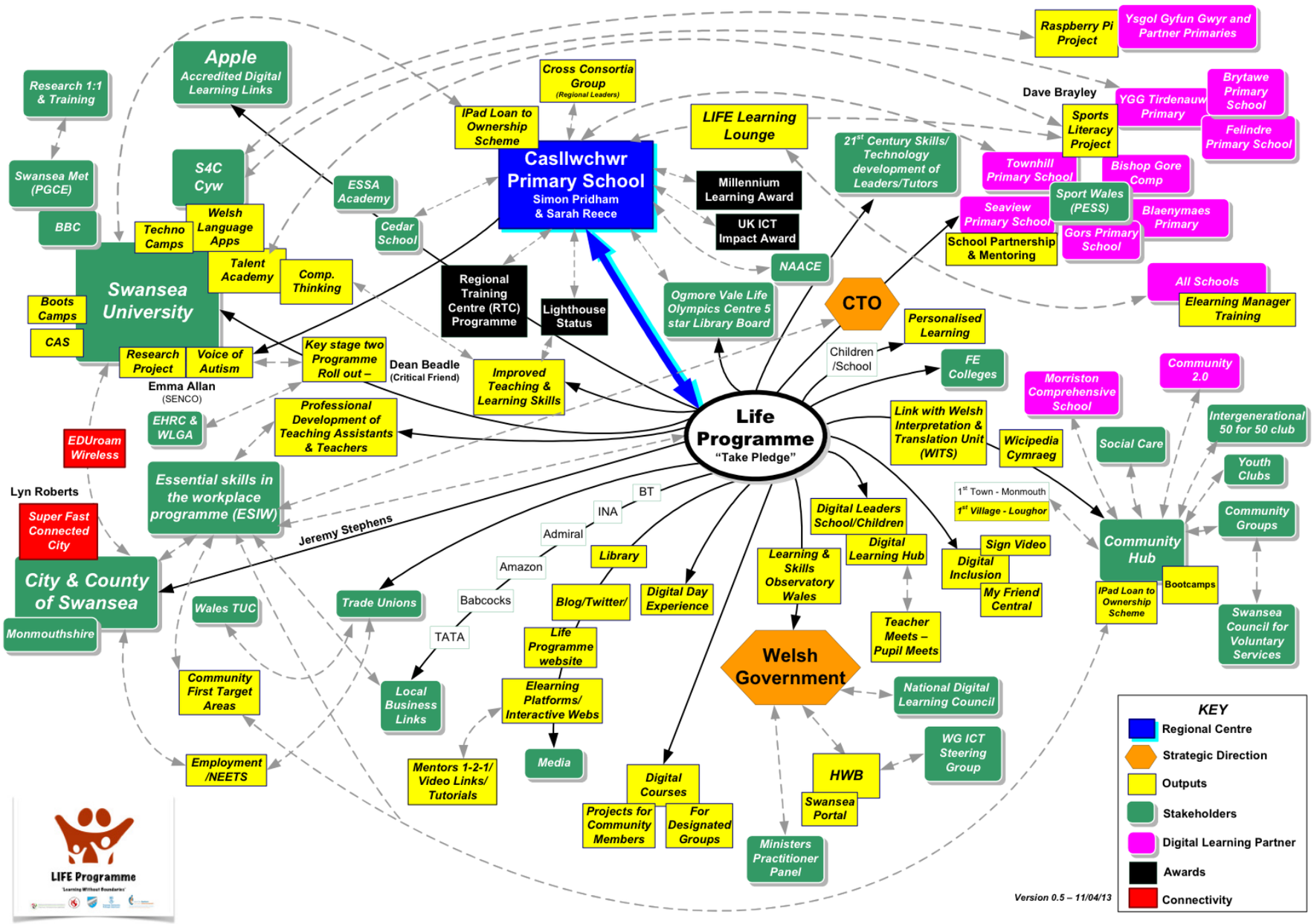
"Learning Without Boundaries"

Swansea Metropolitan University
Prifysgol Fetropolitan Abertawe

Swansea University
Prifysgol Abertawe

Voice for Autism
Llais dros Awtistiaeth

The Life Programme



LIFE - INTERNATIONAL AWARD WINNING

- Free Digital training - Head, E Learning Manager
- ESiW IT training through iPad using cloud services
- Swansea University Technocamps
- Swansea Met PGCE and research
- LIFE Talent Academy
- Computational thinking
- Free documentation
- Research findings
- Targeted areas - personalised mentoring

NAACE Impact Awards 2013

Seaview Digital Mentor Programme - Breaking The Cycle

BREAKING THE CYCLE

Analysis Sept 2012 — Seaview Community School — **Period of LIFE Programme & Sports Literacy Project**

	CLL	O	R	W	PLL	PO	PR	PW	ALL	AO	AR	AW	PSL		ASA Y5	A Y6
Cross	2	3c	2a	2a	3	3a	3b	3b	4	4c	4c	4c		L4	90%	97%
Gammon	3	3a	3a	3c	4	4c	4c	3a	4	4c	4c	3a		L4	94%	99.6%
Grove	3	3c	3c	3c	4	4c	4c	3a	4	4c	4c	3a		L4	62%	64%
Harding	3	3c	3c	3c	3	3b	3b	3b	4	4c	4c	4c		L4	93%	94%
i H.	4	4b	4b	3a	5	5c	5c	4b	4	5c	5c	4b		L5	89%	89%
Hewitt	3	3c	2a	2a	3	3a	3a	3a	4	4c	4c	4c		L4	92%	95%
Higgins	4	4b	4b	3a	5	5c	5c	4b	4	5c	5c	4b		L5	90%	87% *1 measles
Jay Hill	3	3b	3b	3c	4	4c	4c	3a	4	4c	4c	3a		L4	88%	97%
Jones	2	2b	2b	2b	3	3c	3c	3c	3	3c	3c	3c		L3	90%	97%
wis	3	4c	3a	3a	4	4a	4c	4c	4	4a	4c	4c		L4	87%	97%
Matthews	3	3c	3c	3c	3	3a	3a	3a	4	4b	4c	4c		L4	93%	94%
rman	2	2c	2c	2c	2	2b	2b	2b	2	2b	2b	2b		L2	89%	94%
Owen	3	3c	3c	3c	3	3a	3a	3a	4	4b	4b	4b		L4	87%	95%
Palin	3	3c	3c	2a	3	3a	3a	3b	4	4c	4c	3a		L4	95%	99%
lippart	3	3c	3c	3c	3	3a	3a	3a	4	4a	4b	4b		L4	96%	100%
tas Salvys	2	3c	2a	2a	3	3a	3b	3b	4	4c	4c	3a		L4	94%	76% *2
Shannon	2	2a	2a	2a	3	3b	3b	3b	3	3b	3b	3b		L3	81%	85%

: CLL: Current Literacy Level, O: Oracy, R: Reading, W:Writing, PLL: Predicted Literacy Level, PO: Predicted Oracy, PR: Predicted Reading, icted Writing, ALL:Actual Literacy Level, AO: Actual Oracy, AR: Actual Reading, AW:Actual Writing, PSL: Pupils on Sports Literacy, L4:Level 4, Ave School Att to Yr 5, AY6: Attendance Year 6.
easles , *2 child is from Lithuania and returned for an extended period of time.

Analysis Sept 2012 — Seaview Community School — **May 2013** — **Period of LIFE Programme & Sports Literacy Project**

	CURRENT AGE	ACTUAL READING AGE	+/-	ACTUAL READING AGE	CURRENT AGE	+/-	TOTAL GAIN 09.12/05.13	PSL	ACTUAL SCHOOL ATTENDANCE 5 YR AVERAGE	ATTENDANCE Y6
ross	10Y/1M	9Y/5M	-0Y/7M	15+	10Y/11M	+4Y/1M	5Y/7M		90%	97%
Gammon				15+	10Y/9M	+4Y/3M			94%	99.6%
Grove									62%	64%
Harding	10Y/6M	9Y/3M	-1Y/6M	15+	11Y/4M	+3Y/8M	5Y/9M		93%	94%
i H.	10Y/5M	10Y/3M	-0Y/2M	15+	11Y/3M	+2Y/9M	4Y/9M		89%	89%
Hewitt	10Y/8M	9Y/2M	-1Y/6M	15+	11Y/6M	+3Y/6M	5Y/10M		92%	95%
Higgins	10Y/0M	11Y/6M	+1Y/6M	15+	10Y/10M	+4Y/2M	3Y/6M		90%	87% *1 measles
ay Hill									88%	97%
Jones	10Y/0M	7Y/6M	-2Y/6M	9Y/0M	10Y/10M	-1Y/10M	1Y/6M		90%	97%
Jones	10Y/7M	8Y/9M	-1Y/10M	12Y/8M	11Y/5M	+3Y/6M	3Y/9M		87%	97%
Matthews	10Y/7M	8Y/8M	1Y/11M	11Y/11M	11Y/5M	+0Y/6M	2Y/7M		93%	94%
rman	10Y/3M	7Y/6M	-2Y/9M	8Y/6M	11Y/1M	-2Y/7M	1Y/0M		89%	94%
Owen	8Y	10Y/2	-2Y/2M	14Y/3M	11Y/0M	+3Y/3M	4Y/1M		87%	95%
Palin	9Y/10M	8Y/0M	-1Y/10M	12Y/8M	10Y/8M	+2Y/0M	4Y/8M		95%	99%
lippart	10Y/3M	11Y/6M	+1Y/3M	15+	11/1	+4Y	3Y/6M		96%	100%
tas Salvys	10Y/1M	7Y/1M	-3Y/0M	9Y/9M	10Y/11M	-1Y/2M	2Y/8M		94%	76% *2
Shannon	9Y/10M	7Y/8M	-2Y/2M	8Y/8M	10Y/8M	-2Y/0M	1Y/0M		81%	85%

: Y5:Ave School Att to Yr 5, AY6: Attendance Year 6.*1 had measles , *2 child is from Lithuania and returned for an extended period of time.
gain of pupils not in Sports literacy programme = **2Y/7M** Average gain of pupils in Sports literacy programme = **4Y/5M**

FLIPPED LEARNING

PROCESS

Dropbox

Q4 2008

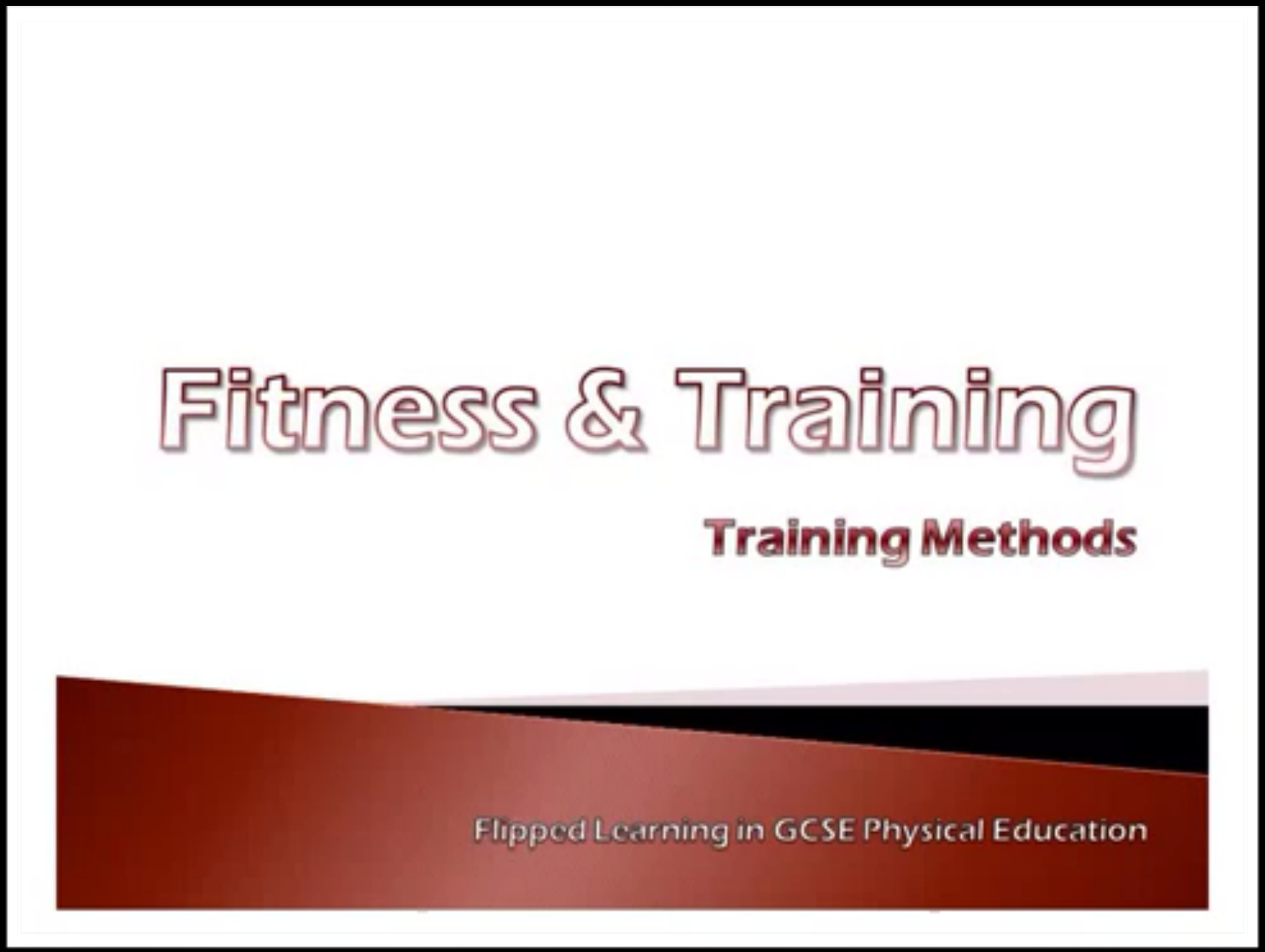
AN iPAD APP TO EXPLAIN ANYTHING AND EVERYTHING.
Explain Everything

iPad
2:53 PM
100%
Albums
Camera Roll
Slideshow

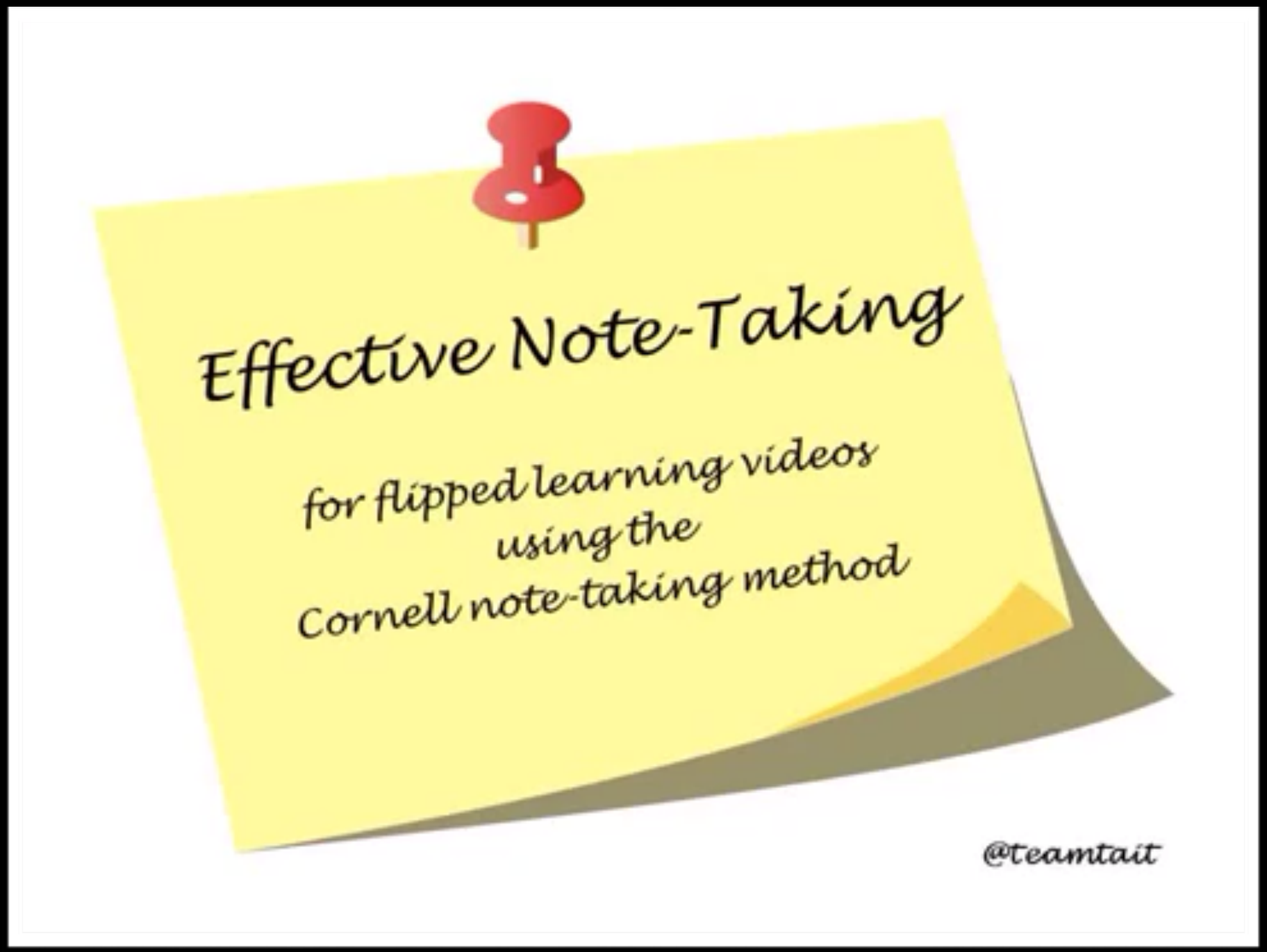
vimeo

You
Tube

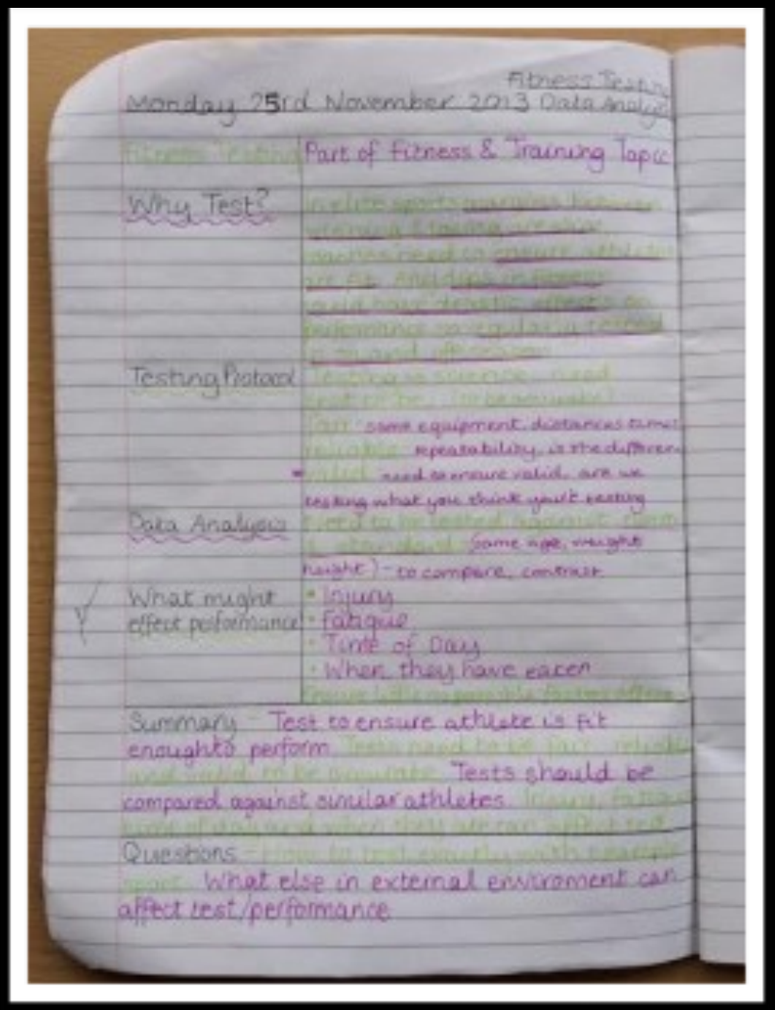
OUTCOME

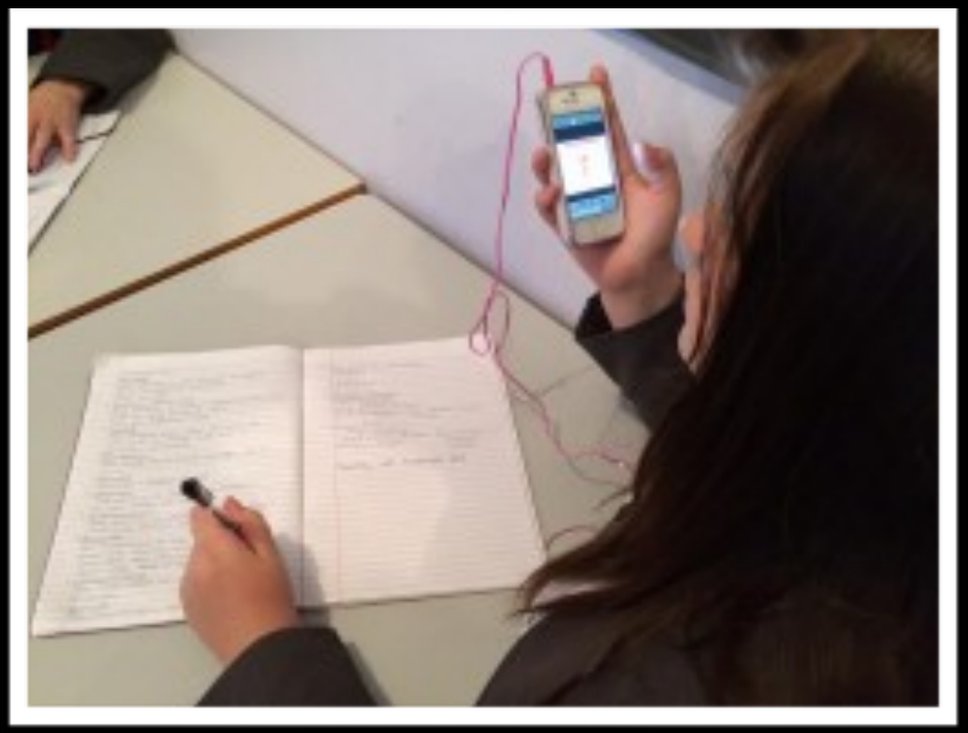

Fitness & Training
Training Methods
Flipped Learning in GCSE Physical Education

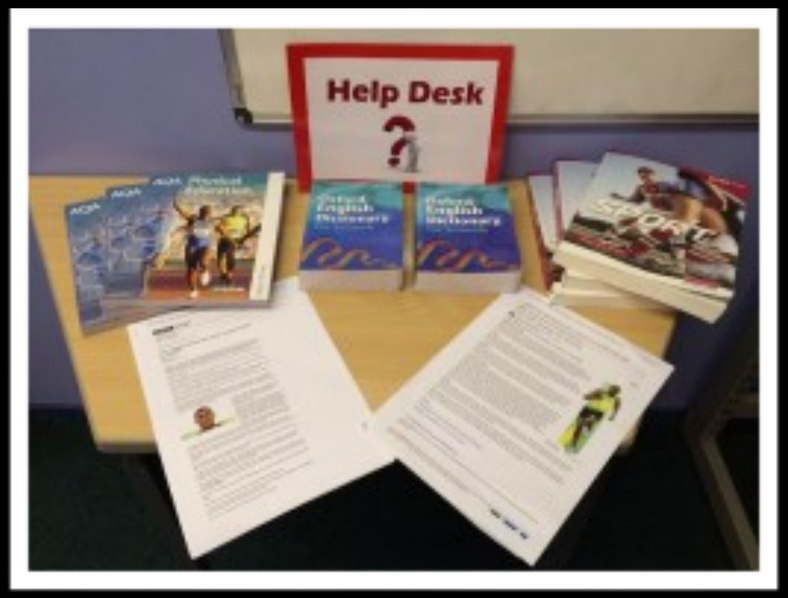
NOTE TAKING


Effective Note-Taking
for flipped learning videos
using the
Cornell note-taking method
@teamtait

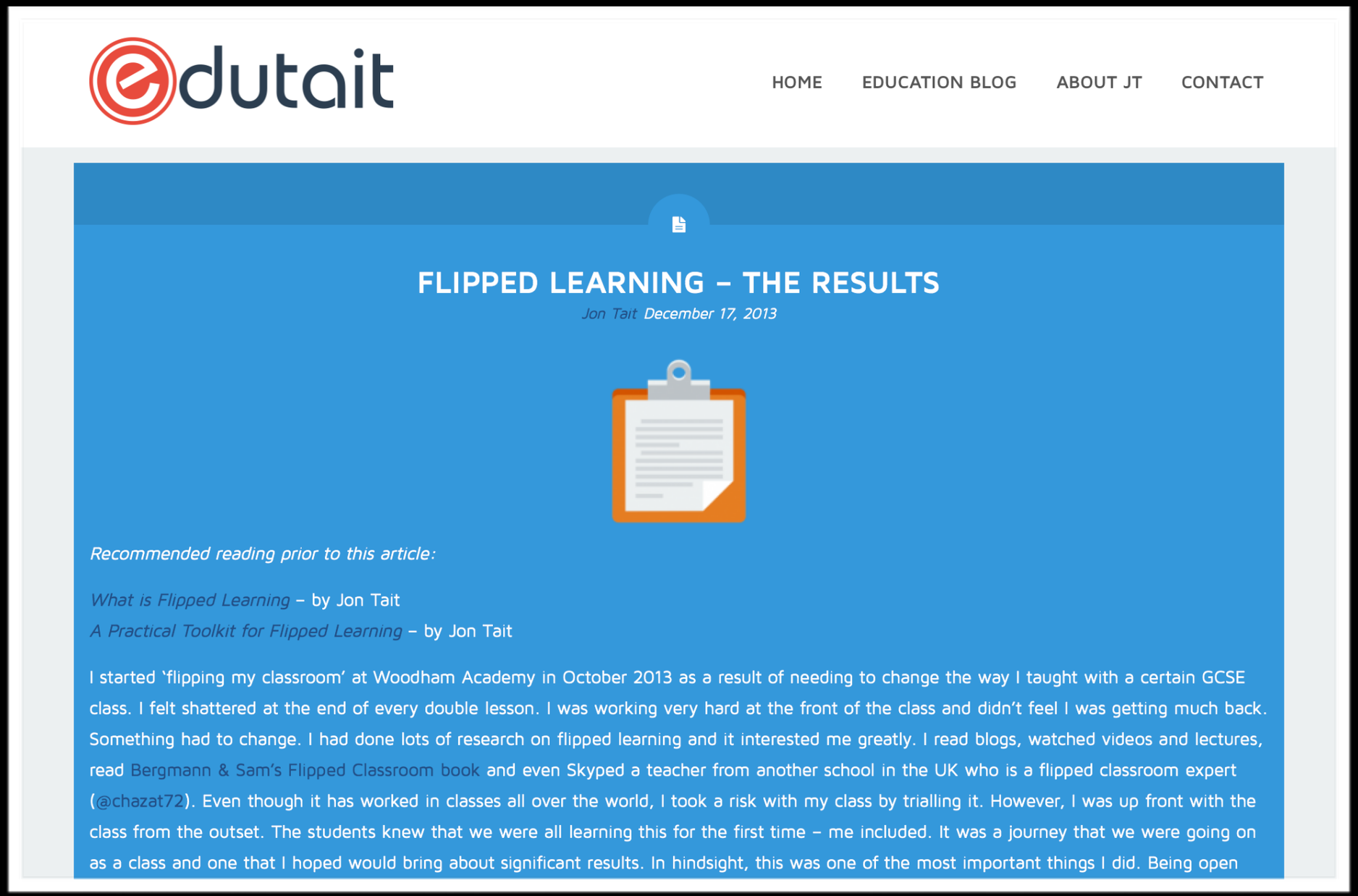
BACK IN CLASS







RESULTS



edutait

HOME EDUCATION BLOG ABOUT JT CONTACT

FLIPPED LEARNING – THE RESULTS

Jon Tait *December 17, 2013*

Recommended reading prior to this article:

What is Flipped Learning – by Jon Tait
A Practical Toolkit for Flipped Learning – by Jon Tait

I started 'flipping my classroom' at Woodham Academy in October 2013 as a result of needing to change the way I taught with a certain GCSE class. I felt shattered at the end of every double lesson. I was working very hard at the front of the class and didn't feel I was getting much back. Something had to change. I had done lots of research on flipped learning and it interested me greatly. I read blogs, watched videos and lectures, read Bergmann & Sam's Flipped Classroom book and even Skyped a teacher from another school in the UK who is a flipped classroom expert (@chazat72). Even though it has worked in classes all over the world, I took a risk with my class by trialling it. However, I was up front with the class from the outset. The students knew that we were all learning this for the first time – me included. It was a journey that we were going on as a class and one that I hoped would bring about significant results. In hindsight, this was one of the most important things I did. Being open

http://www.edutait.co.uk/2013/12/17/flipped-learning-the-results/

E LEARNING MANAGER

Aspire 2Be.

INSPIRING TOMORROW'S LEADERS TODAY

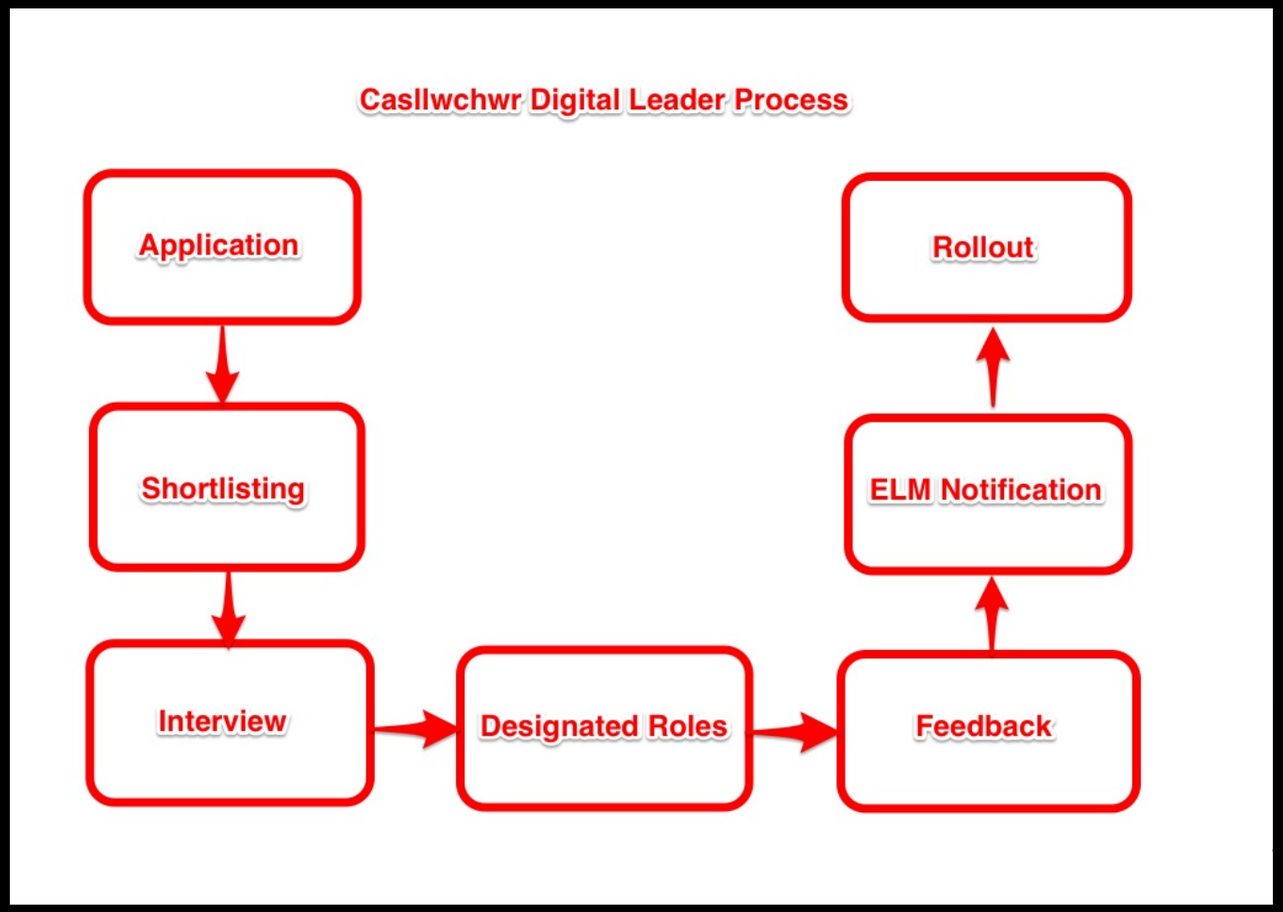
E Learning Manager - Role and Responsibilities

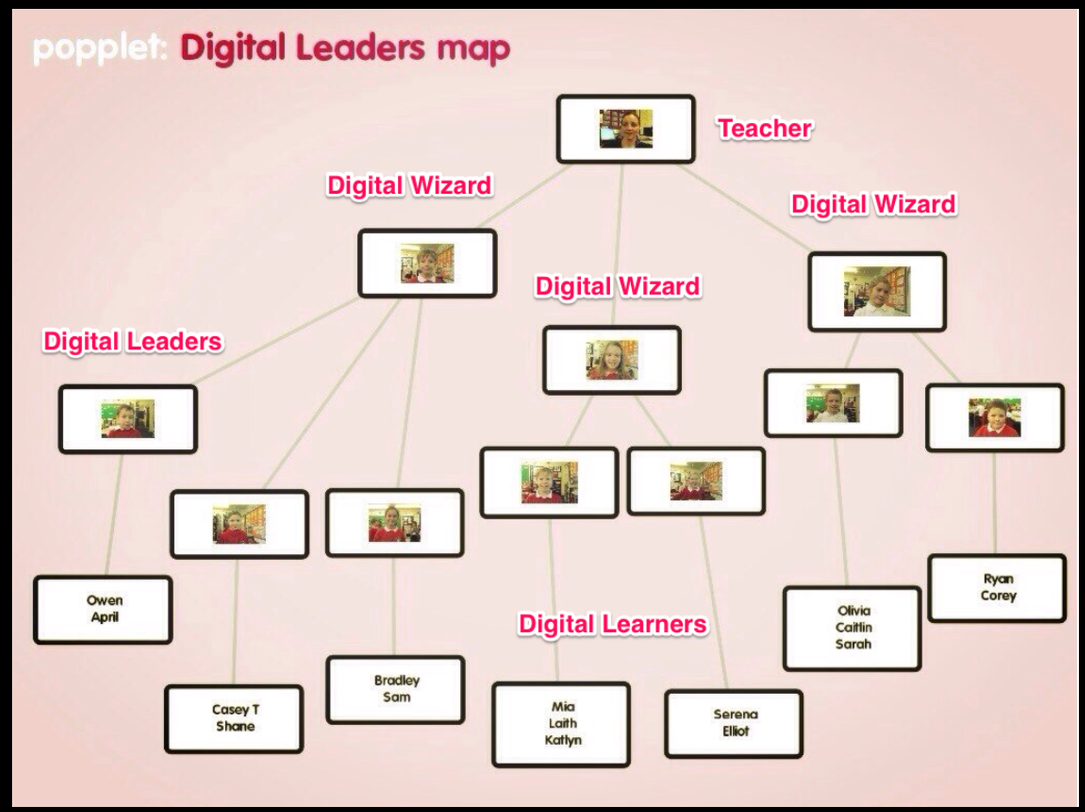
	Staff Development
	• Supporting with new apps
	• Modelling how new apps support different areas of the curriculum
	• Mentoring colleagues
	• Training and supporting departments within the school
	Increasing links with the community
	• Developing the school website/blogs
	• Developing the school website/blogs
	• Social media to build relationships with the local and wider community
	• Developing homework liaison via technology
	• Training and supporting parents
	e-safety
	• Living and breathing the school's e-safety policy daily
	• Working with digital leaders to ensure the messages of Internet safety are integrated and reinforced through the school
	• Creating a permission letter for parents for pupils to appear in photos, videos, social media and blogs
	• Collating information from parental permission and creating a database for all staff to refer to

	Management of Resources
	• Control over app purchases
	• Spreadsheet created for purchases
	• Ensuring equipment is booked out, returned with created booking sheet (online booking sheet) • Liaising directly with technical support / external company if applicable
	• Monitoring how often the equipment is used through the school
	• Responsibility of managing media club
	• Development of digital leaders and wizards

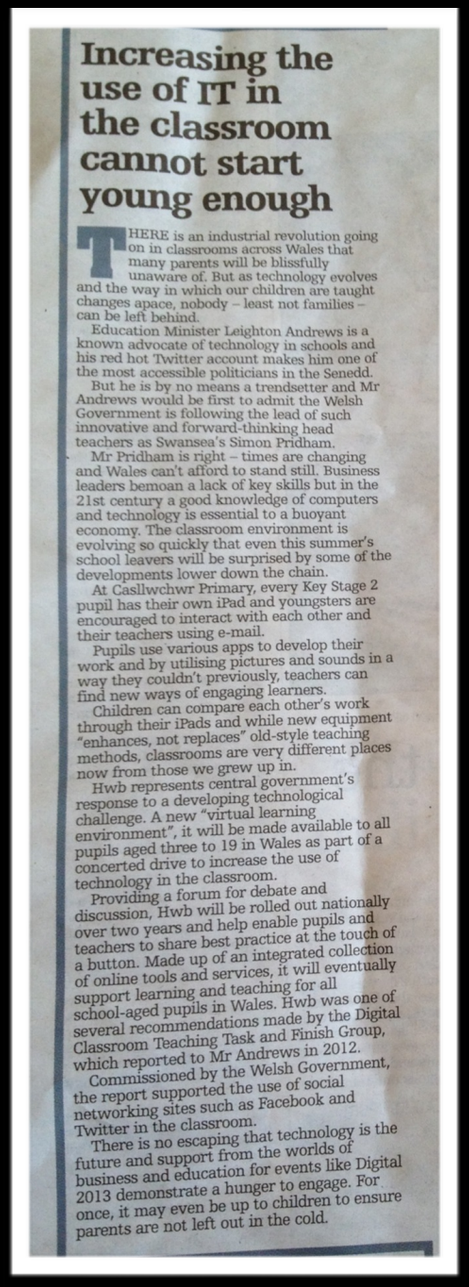
	Monitoring Learning
	• Monitoring of e portfolios and impact on learning. How do we know that what they are producing shows impact on learning?
	• Collating evidence to illustrate learning and embedding on the website for the community to see its importance
	• Creation of focus app sheets for termly planning to support each teacher's planning
	Environment
	• Ensuring the school environment shows digitalalised learning: QR Codes, Aurasmas, Layar etc...

PUPIL DIGITAL LEADERS





POSITIVE PUBLICITY



Increasing the use of IT in the classroom cannot start young enough

THERE is an industrial revolution going on in classrooms across Wales that many parents will be blissfully unaware of. But as technology evolves and the way in which our children are taught changes apace, nobody – least not families – can be left behind.

Education Minister Leighton Andrews is a known advocate of technology in schools and his red hot Twitter account makes him one of the most accessible politicians in the Senedd.

But he is by no means a trendsetter and Mr Andrews would be first to admit the Welsh Government is following the lead of such innovative and forward-thinking head teachers as Swansea's Simon Pridham.

Mr Pridham is right – times are changing and Wales can't afford to stand still. Business leaders bemoan a lack of key skills but in the 21st century a good knowledge of computers and technology is essential to a buoyant economy. The classroom environment is evolving so quickly that even this summer's school leavers will be surprised by some of the developments lower down the chain.

At Casllwchwr Primary, every Key Stage 2 pupil has their own iPad and youngsters are encouraged to interact with each other and their teachers using e-mail.

Pupils use various apps to develop their work and by utilising pictures and sounds in a way they couldn't previously, teachers can find new ways of engaging learners.

Children can compare each other's work through their iPads and while new equipment "enhances, not replaces" old-style teaching methods, classrooms are very different places now from those we grew up in.

Hwb represents central government's response to a developing technological challenge. A new "virtual learning environment", it will be made available to all pupils aged three to 19 in Wales as part of a concerted drive to increase the use of technology in the classroom.

Providing a forum for debate and discussion, Hwb will be rolled out nationally over two years and will help enable pupils and teachers to share best practice at the touch of a button. Made up of an integrated collection of online tools and services, it will eventually support learning and teaching for all school-aged pupils in Wales. Hwb was one of several recommendations made by the Digital Classroom Teaching Task and Finish Group, which reported to Mr Andrews in 2012.

Commissioned by the Welsh Government, the report supported the use of social networking sites such as Facebook and Twitter in the classroom.

There is no escaping that technology is the future and support from the worlds of business and education for events like Digital 2013 demonstrate a hunger to engage. For once, it may even be up to children to ensure parents are not left out in the cold.

Age should be no barrier to learning online, says leading digital communication developer Emma Mulqueeny

Wales should 'trail blaze' technology teaching in schools

GARETH EVANS
Education Correspondent
gareth.evans@walesonline.co.uk

'YEAR EIGHT IS TOO LATE' IN THE DIGITAL REVOLUTION

TEACHERS were yesterday urged to move with the times and embrace technology as a digital revolution sweeps across Welsh classrooms.

Emma Mulqueeny, one of Britain's leading digital communication developers, warned that "Year Eight is too late" and age should be no barrier to learning online.

She said Wales was in a "perfect position to be agile" and by responding to the needs of 21st century learners it could "very quickly trail blaze" advances in technology around the world.

Addressing a major conference in Newport, Ms Mulqueeny said children should be given the freedom to explore ICT (information and communications technology) at home before sharing their discoveries with teachers.

Ms Mulqueeny, chief executive of Rewired State, the UK's largest independent developer network, said: "We risk failing generations by neglecting to teach basic skills to keep up with technology.

"Rather than simply consuming code-driven technology, there's no reason why our children can't go on to be its future producers."

Simon Pridham, executive headteacher of Casllwchwr Primary School, spoke of the pioneering work going on with partners in and around Swansea.

He said teachers "have to adapt to change" and ensuring pedagogy, the curriculum and technology go hand in hand together would be key to success.

Casllwchwr was the first school in Wales to give every Key Stage 2 pupil their own iPad to use for the duration of their studies and results at the school have risen significantly as a result. Every pupil is given a personal e-mail address and while access to external parties is prohibited, they are encouraged to interact with each other and their teachers.

Pupils use various apps to develop their work and, by utilising pictures and sounds in a way they couldn't previously, teachers can find new ways of engaging learners.

Mr Pridham said: "What we find in schools is when you do this [embrace technology], pupils will know more than their teachers. That's just the way it is. Faced with that, you've got two choices: you either carry on doing what you're doing and forget that or you sit down with them and go on their educational journey with them."

Mr Pridham said there is "no place anymore" for the more traditional teacher who does not value the use of technology in the classroom – and teachers in Swansea are given "21st century development" training.

He said up-skilling school staff was key and teachers "can't stand still" as new technologies evolve and are introduced into the mainstream.

"Teachers are doing things now that three years ago they couldn't do and pupils are showing us new ways of learning," he said.

"It is disruptive but it has to be disruptive to make a difference. We have to integrate technology into the educational journey."

Sarah Reeve, acting headteacher at Casllwchwr, said the days of interactive white boards had gone and teaching methods were continually evolving.

She likened iPads and their apps to a modern day "digital pencil case" and spoke of the creative licence children are given to prepare their work using technology.

"No longer do teachers stand at the front of the class in front of you. There isn't a front to our classrooms – we can be everywhere," she said.

It comes as the Welsh Government prepares to roll out Hwb, a digital learning platform that will be made available to all pupils aged three to 19 in Wales.

Providing a forum for debate and discussion, Hwb will enable pupils and teachers to share best practice at the touch of a button.

Mr Pridham, a member of the Welsh Government's "practitioners panel", said Education Minister Leighton Andrews "gets 100%" the need to embrace technology in the classroom.

Deputy Minister for Skills and Technology Jeff Cuthbert said the ICT industry was "very important" to the Welsh economy and predictions showed that its optimisation by businesses could generate a further £1.2bn over the next five years.

Digital 2013, a two-day conference designed to inspire businesses and educators in Wales to take on new technological challenges, concludes today with a keynote address from businessman Sir Terry Matthews.

> COMMENT PAGE 16
> YOUR VOTE PAGE17

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M - 0787657512
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–SIMON PRIDHAM SEPTEMBER 2014

SIMON@ASPIRE2B.EU
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