

Learning in the 21st century



Kevin Richardson is the principal of Immanuel College in Novar Gardens South Australia.

We face several significant challenges in our schools and each day the strategic challenges seem to grow. We see increasing compliance to National Curriculum standards and higher levels of accountability. This has resulted from a federal government approach which will see greater control and regulation.

We know our parent body is changing their expectations of school, which is partly driven by the availability of school information from the *My School* website. The challenge is how parents interpret this data and how schools respond. I personally believe we need to be more publicly accountable; however we need to discuss how we achieve this effectively.

We all see the expectations of parents when things do not go well. Parents, as Michael Grosse refers to, are now moving from 'helicopter parents' to 'Black Hawk helicopter parents.' They will increasingly attack schools in relation to how we deal with their child. The additional challenge is that many of our Gen Y group are now becoming parents of our schools, bringing their own particular values and perspectives on life.

Whilst these challenges continue we need to ensure, above all, that we do not lose sight of the core of what we do. So what is the core of what we should be focusing on – the student and learning?

Over the last two decades there have been many papers addressing the issue of learning in the 21st century. Yet the reality of it all is that schools have reacted more with cosmetic

changes and less with dealing with the needs of learners in our schools.

Schools proclaim they are learner-centred and base their learning on a constructivist model. Their prospectuses proclaim a great deal about the focus on the individual learner and the richness of the learning environment. I suspect at times schools fall foul of believing their own marketing material.

In my previous role of reviewing schools I generally found schools and in particular secondary schools, are still focused on teaching and the delivery of content while addressing little of the individual student as a learner.

It is fair to say some of this is driven by our senior curriculum and by our university entrance model. However, too often we use this as an excuse to not address the real issue of creating a learning focused environment in a school and not a teacher driven curriculum model.

At the beginning of this millennium Jacques Delors, in his report *Learning: The Treasure Within* for the UNESCO Taskforce for Learning in the Twenty First Century outlined the four pillars that underpin all learning (see <http://www.unesco.org/delors/> for additional information). His pillars, 'learning to know, learning to do, learning to live together and learning to be' are, for me, central to the construction of curriculum. I believe this report provides a central platform on which schools could base their planning.

The Delors report, by its exclusion of the word 'teaching', gives particular emphasis to learning and therefore encourages a continuing shift in mindset from input to outcomes; from teaching to learning; from curriculum as an intention to curriculum as a learning experience. This is in line with the national goals of schooling, against which the federal government requires us to publicly account.

Delors takes a very broad view of education and sees it as the principal means of fostering a deeper and more harmonious form of human development. He states: 'education is an expression of affection for children and young people whom we need to welcome into society, unreservedly offering them a place that is theirs by right.' (p.14)

This alerts us to one of the issues that must be faced as we re-examine our curriculum, particularly in middle schools. There is a sense

The editorial team is pleased to present the new look Schoolink. Any feedback can be sent to lea@lutheran.edu.au

Features

- 01 Kevin Richardson
Learning in the 21st century
- 03 Rod Wearn
A learning space for the 21st century
- 04 Yirara College staff
ICT at Yirara College
- 05 Rod Wearn
Encouraging a generation of animators
- 06 Lee Bond
Tablets: the smart medicine...
- 07 Julia Boulton
Why is there so much excitement about Edmodo?
- 08 Derek Bartels
Developments in ICT: Twitter, Scootle, Flip video
- 16 Adrienne Jericho
Schooling – the world game or playing political football...



Photo courtesy of The Good Shepherd Lutheran Primary School, Croydon Victoria

of powerlessness among young adolescents. They are in a time of emotional growth where they test the boundaries around them; they are attempting to make sense of their world and to define their place in it. The traditional curriculum of secondary schools does not always serve them well in this process. They are disengaged from the learning process and the standard curriculum and, as Sergiovanni suggests, merely attend school to engage in their youth culture.

Briefly let me outline what Delors means as he talks about the centrality of the four pillars, which leads us to answer questions about our own school's approach.

Learning to know requires us to consider how our school's learning programs encourage students to acquire the skills and the motivation for lifelong learning. Is our curriculum giving students a broad background as well as the opportunity to study and select a range of subjects in depth? Are our learning programs developing skills in the critical acquisition, analysis and use of internet sourced information? Are we incorporating new ways of accessing and transmitting information and using technology as an aid to learning?

In **learning to do** we need to be cognisant of how communications technology has deeply affected the context in which the class and the classroom teacher undertakes her/his work. Students have access to an almost endless range of information from which to derive their learning. This has shifted the centre of gravity in schools. If knowledge is power and the role of the teacher as a provider has declined how has it changed our role as teachers?

What professional development programs do we need to help us cope with this shift?

Learning to do leads us to reflect on some essential shifts in vocational education and training. Physical labour is becoming increasingly immaterial while at the same time the service sector of the economy is booming while knowledge-related work is central to developed economies. The idea of a narrow band of occupational skills is giving way to demonstrated personal competencies. Physical tasks are in many areas being replaced by work characterised by controlling, maintaining, designing, and organising. Project groups and teamwork are replacing prescribed tasks. How well does our curriculum cater for these outcomes?

Learning to be fits very well with our constant recognition of our Christian ethos and Lutheran heritage. We have a definite view of the centrality of Jesus Christ our Lord in all that we do. His teachings provide a set of moral principles upon which we can base our activities and through which we can live our lives. At the same time we need to enable those students without a Christian faith to develop and deepen their sense of spirituality. It is important for students to see and experience that the world is more than that which they can see and touch, that there is more to life than the material.

This aspect of the curriculum framework supports the centrality of that belief. We need to look very carefully at how we integrate the teaching of our Lord into our curriculum. It is not something that is peripheral and taught by the non-mainstream teachers – it is central to the work that we all do.

Learning to live together follows naturally from the teachings of Jesus. It reflects with our focus on pastoral care and each student's personal development of relationships with other students and with significant adults. However, it also clearly requires us to constantly evaluate our social education programs in the context of a rapidly changing world.

How well are we teaching the required social skills? Are we equipping our young people to confront some of the traps within our society such as drugs, alcohol, violence and materialism? Are we developing the skills our young people require to live in a democracy?

As we focus on the development of the whole person we also need to address the needs of the 21st century workforce. Over the last few years there has been generally common agreement on these matters.

The Cisco first report on *Equipping Every Learner for the 21st Century* (Cisco 2008) identified skills required by students in the 21st century and an update was provided in its second report on the *The Learning Society* (Cisco 2010).

These workforce skills include:

- » Gathering, synthesising and analysing information
- » Working autonomously to a high standard with minimal supervision
- » Leading other autonomous workers through influence



Inside Murtoa at Concordia College

A learning space for the 21st century

If you had the opportunity to design and build a middle years learning space, what would it look like? How would it encourage best teaching and learning practice while recognising the needs and expectations of the 21st century learners that would occupy it? Year 7 and 8 students at Concordia College in Highgate South Australia experienced the end result of that challenge when they moved into their brand new middle years learning centre known at the school as 'Murtoa' at the start of 2010.

From the outset all conversations with the college architects, curriculum leaders, teachers and community were united – this would be a student-centred building. The design and construction had to facilitate best 21st century learning practice with flexible spaces that provided for mobile users engaged in robust group work and rich collaboration. Embedded ICTs were seen as a key enabler of a learning space designed for the global student.

On walking around the building the amount of space is one of the first elements noticed. Narrow passage-ways do not exist – instead there are wide, open, naturally lit collaboration spaces with flexible desks and seating. Wide glass sliding doors in each class area open out onto the collaboration spaces. This enables facilitation of student work and suggests a sense that the whole area is a community learning space. Creativity is encouraged and

Concordia's middle years learning space is named *Murtoa* referencing the beginnings of the college in Victoria but the new centre is very much about the future.



Concordia students collaborating

facilitated through the provision of computers and large screens placed around the centre but all core computing is laptop and wireless network enabled – mobile, ubiquitous and connected. A TV studio, music and media computer suites and sound-proof practice and production spaces are other areas available in the building that are designed to encourage a generation of creative 'producers'.

A key element of the classrooms is the presentation podium. A touch screen computer provides connectivity to the internet, files and an interactive whiteboard and serves as a flexible presentation centre for students and teachers.



Concordia students working wirelessly



**Rod Wearn is the
ICT Consultant for
Lutheran Schools
Association (SA/NT/WA)**



Murtoa provides space for students

ICT at Yirara College

Yirara College provides a wide range of resources and opportunities for students to gain knowledge and skills in the use of ICT technologies. Students have access to three computer labs and several classes utilise personal laptops daily within their programs. Elective classes enable many to explore a larger range of media and software applications. In these sessions students have created their own productions using Moviemaker, Photostory and Comic Life.

This year Yirara has invested in thirty literacy and numeracy based foundation bundle licences of Successmaker. Measurable learning gains are able to be documented



Anita Synnott with Yirara College student



Students easily engage with content



Students are very excited about technology

through regular extraction of diagnostic reports detailing the engagement of learners. We have additionally purchased Read Write Gold, Clicker 5 and Wordshark 4 for general use.

During term two we enjoyed three full day workshops provided by Doug Moran Photography. Students eagerly participated in these sessions and enjoyed developing new skills using digital photographic equipment supplied for the day. Some outstanding photographs were taken by participants. Staff and students have also recently attended cyber safety information sessions, an important area for continued emphasis. Yirara College acknowledges and thanks colleagues in sister schools of our Lutheran system who provide collegial support and advice as we continue to seek new opportunities to further support ESL and EAL learners explore new and exciting technologies.

Rebecca Qualischefski

Director of Teaching and Learning
Yirara College of the Finke River Mission
Alice Springs, NT

For Career Development at Yirara College, the use of computers, internet and specific programs is essential. Whilst learning a range of skills in the ICT area, the students easily engage with content of the course. Career Voyage is an integral part of the career mapping process as each student creates their own profile and works through a series of questions relating to work and work environment. The end result of this work is that each student has a profile, an action

plan and resume that can be updated as the student progresses through their own Career Development journey. In conjunction with this, the students participate in a number of workshops, research activities, work experience, learning journals and other aptitude exercises. All of this information is documented in a PowerPoint presentation which is printed out to create a folio.

Anita Synnott

Pathways Coordinator
Yirara College of the Finke River Mission
Alice Springs, NT

C3 students use ICT in the classroom quite regularly. We use Microsoft Word for the publishing of our classroom work and we insert borders and pictures. Some students gather pictures from the internet. In Science, SOSE and English this term students have been using Inspiration to create flow charts and mind maps about a range of topics. Students have enjoyed the opportunity to be creative and individualise their work. C3 have used the interactive whiteboard to complete a quiz, vote in online polls, browse websites and watch Behind the News. Students are very excited about technology and enjoy learning new skills.

Andrew Casey

Academic Level Coordinator
Yirara College of the Finke River Mission
Alice Springs, NT



Several classes utilise personal laptops



Learning to work as a team, to problem solve and be creative were outcomes recognised by each production group (Above & below)

Encouraging a generation of animators

Video literacy is widely recognised as a 21st century learning outcome and particularly relevant to a generation of digital natives raised on sophisticated productions. Animation is one video tool that is particularly relevant to students today but is often associated with big budgets and high powered computers at the professional level. However, students at Encounter Lutheran School in Victor Harbor South Australia have shown that animation can be simple, cheap and effective while facilitating significant learning and engagement.

Teachers Sally Judd and Jamie Davidson have experienced the benefits gained by encouraging a generation of animators. They enthusiastically describe the learning outcomes and individual student gains made

through the creative story-telling, required planning and group work required of young clay animators. Both answered in unison when asked about a key outcome of their unit. Their immediate response – problem solving!

The students in their classes reflected the intention of their teachers. They eloquently described their projects and talked freely about the key outcomes for them. Learning to work as a team, to problem solve and be creative were outcomes recognised by each production group. Anyone walking into the computer suite would clearly recognise a level of engagement not usually associated with a classroom.

Using Frames, user friendly stop motion software designed for students, a simple

webcam and bucket loads of modelling clay students have produced creative stories that they are immensely proud of. They each spoke with enthusiastic anticipation about the up-coming parent presentation night when their projects would be on show.

I left their production area wondering if they realised how easily they had been tricked into some seriously rigorous learning...



**Rod Wearn is the
ICT Consultant for
Lutheran Schools
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Tablets: the smart medicine for teaching and learning

In 2009 Immanuel Lutheran College (ILC) in Buderim Queensland, was blessed to be one of only three Australian schools to receive a prestigious Hewlett Packard (HP) Innovations in Education Grant, which recognises exemplary integration of technology into the learning place. The grant is enabling real systemic change providing a class set of HP tablet PCs, supporting equipment, professional development and resources worth more than \$150,000. Through a range of carefully planned activities, staff and students are making a significant impact on learning and research is being shared with the wider educational community on a global scale.

Between October 2009 and January 2010, ILC staff explored the pedagogical potential of the tablets, using them for roll marking, lesson design, content delivery, collaboration and email. ILC staff are now envisioning innovative ways that pen-based technology can be used in their classes.

The tablet project builds on the foundations of pocket PC and tablet use in Science laid down through an enormous amount of hard work and dedication by Cheryl Fillmore (Head of Science). Mrs Fillmore continues to demonstrate improved learning outcomes for Physics students as a result of her innovative pedagogy. In Physics, Chemistry and Biology extended experimental investigations are greatly enhanced by access to the tablets which are adding value to research tasks and virtual experimentation using online simulations.

The tablets are housed in a mobile docking trolley for security and recharging, which is available for booking across a range of subject areas and age groups. The sleek design, extended batteries and wireless connectivity make tablets ideal for use beyond traditional classrooms and break down the barriers associated with wired computer labs.

The HP tablet project involves several multidisciplinary investigations, which are enabling qualitative data to be gathered in subjects like Art, Languages, Graphics and Music. Michelle Davie (Visual Art teacher) has developed a superb digital art program with her students, using Photoshop and Ink Art. Mrs Davie believes *the possibilities are endless and exploring digital media really enthuses students*. Tablet use in several junior school classes later this year will investigate how tablets can provide rich learning environments for younger children.

Collaboration using touch and mobile technologies is topical and students in Information Technology Systems (ITS) are harnessing the latest web based applications to enable significant transformational change. Students are collaborating using regulated and closed social networks and creating reusable learning objects using Adobe Flash and online game authoring platforms. These interactive classroom activities are promoting an awareness of digital citizenship and responsible computer use.

The college is set in a beautiful natural forest which has a myriad of walking tracks and will provide the location for a blended learning environment or 'interactive forest'. Redevelopment of the existing paths and the construction of a purpose built Environmental Education Centre (EEC) is planned for 2011. Reclassification of species is underway and will continue throughout 2010, with environmental education curriculum materials being designed by Judy Cakacaka and Eunice Wallace.

Mediascapes are being produced to supplement learning and will be instrumental in creating a virtual forest landscape using augmented realities. Mike Rodgers (IT Services Manager) says *the interactive forest will boast Wireless LAN, GPS markers and bluetooth proximity information hotspots. These hotspots will push rich, interactive educative media such as sound, pictures, video and text to users as they navigate through the physical forest*.

Forest experiences will be tailored for environmental activities, including GPS mapping and data logging of abiotic factors such as temperature, humidity and light. The EEC will boast catering and conference facilities which will be outsourced to other schools, to extend their own environmental programs. The interactive forest component of the HP tablet project has attracted the interest of several domestic and international universities.

Strong links are also being forged with the International Society for Technology in Education (ISTE) and the Queensland Society for Information Technology in Education (QSITE) with further support from Lutheran Education Australia, in particular Derek Bartels from Lutheran Education Queensland, who has been a long-standing supporter of ILC's endeavours in information and communication technology.

Academic standards are high at Immanuel and it is clear that, due to this generous HP grant and the continued dedication of staff, there will be significant shifts from traditional educational deliveries to more blended and collaborative styles of 21st century learning. This can only serve to better prepare our students for an ever changing and increasingly technological world.



Ideal for use beyond traditional classrooms



Lee Bond is the eLearning Curriculum Coordinator and HP tablet project leader at Immanuel Lutheran College Buderim in Queensland

Why is there so much excitement about Edmodo?

Edmodo is a micro-blogging site designed for education. It is an online messaging space plus more for students. It is simple, safe and user friendly. Teachers create groups for their students as a means to share information, to collaborate on work or to communicate to each other. Some of the features include the ability to link to resources on the internet, to post and upload (and comment) on student assignments and to submit responses to polls.

The real value is the simplicity of its use for the user. For example, it is not necessary to learn html language or how to embed objects; it is as simple as adding a hyperlink!

As a teacher you are the moderator of the group which allows the teacher to view student interactions (with peace of mind) in a secure, educationally sound environment. As the creator of the group you are also able to view student details, to edit and if necessary block their interactions. It is a wonderful way to educate students about safety in online environments.

It is not only useful for the classroom, but is fantastic as a professional development tool and means for sharing resources and collaborating in an online environment for teachers with other teachers.

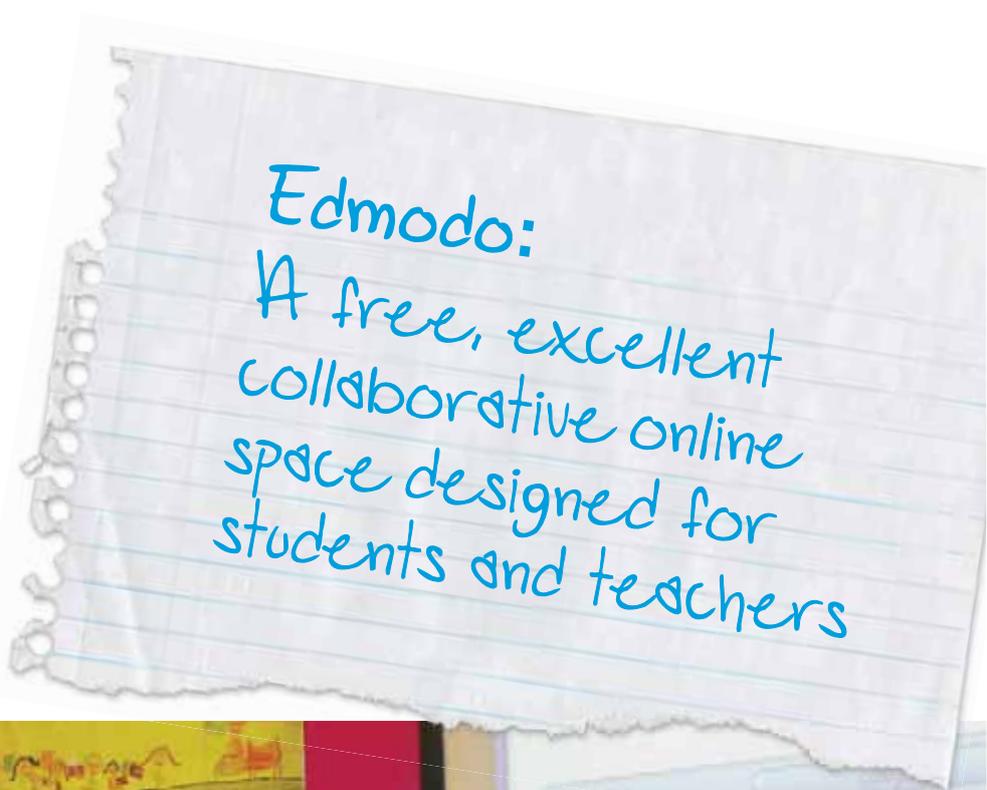
The creators of Edmodo have created a guide to support the use of Edmodo and have a blog featuring updates and ideas for its use.

At St Andrews Lutheran College we use Edmodo with the year 4-6 classes as an active collaborative environment, year 1-2 classes use it more as a tool to share and year 3 classes use it more comprehensively. I have used it for professional development in an ICT project for teachers and have a professional development space for workshops which I have presented.

Check out Edmodo at www.edmodo.com

Another useful video link: <http://vodpod.com/watch/2267772-web-2-edmodo>

Drop me a line if you have some queries or would like to share your work
juliab@standrewslutheran.qld.edu.au



Interactive whiteboard in use at St Andrews



Julia Boulton is the teacher librarian and junior school ICT Coordinator at St Andrews Lutheran College, Tallebudgera Qld

Developments in ICT

twitter



Do you tweet on Twitter to your tweeple?

Twitter in an educational context

Yes it does sound a bit strange however so did the world wide web 15 years ago.

Twitter is a social networking and microblogging service that enables its users to send and read other user messages called tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page. Users may subscribe to other author tweets – this is known as following and subscribers are known as followers.

The Twitter community has been growing at a huge rate around the world and business, media and now education are doing more than take notice, they are turning this micro-blogging service into the largest e-marketing

and e-news tool on the planet. This is why you see on television and in magazines the growth in companies and news media publicising their Twitter tag.

Twitter is not about keeping up with celebrity gossip even though some may choose to use Twitter in this way. Twitter is having a remarkable effect on users and communities to broadcast and share constant and instant information in ways not previously possible. Whether it is up-to-date information from a world disaster, local or national press/events, back channel information from educational conferences or constant comments/resources from other like-minded educators around the globe, Twitter puts you in touch with resources and information to support our busy lifestyle.

Twitter is not just about taking, it is about giving as well. As an educator I attempt to

share information and resources with my Twitter community and in turn my network of followers has grown. I often bump into people during my professional travels who follow me on Twitter and it greatly helps in breaking the ice in face to face professional collaboration.

As an educator I strongly suggest that you experience Twitter for yourself and I have a 25 step free program consisting of 25 emails which will guide you in using Twitter effectively. Simply drop me an email to start.

If you are already an effective Twitterer then I invite you to follow me @derekbartels.

Some related Links

http://www.youtube.com/watch?v=bV5j_OIKPp4

<http://twitterpower.com/>

Is your school 'flipping' over Flip video cameras?

With video literacy being an important area of consideration when allowing students to construct meaning and present information, Flip video cameras have become extremely popular. Many are asking why?



They are extremely compact and very easy to use. They are designed to only do specific things well and are designed to be operated by users of all ages.

They can take up to two hours of high definition video using one button operation. Uploading is simple by 'flipping' the attached USB and plugging into a computer. The inbuilt software on the camera guides you in basic editing and disseminating your video.

The camera has excellent software called Flipshare and combined with the free online storage, allows users to automatically upload and send the recipients a simple private or public web link. An excellent tool for digital portfolios and also extremely useful for recording and sending out professional development sessions. The uses are limited to your imagination. Their price makes it attractive for schools ranging from \$80 to \$250 depending on model.

Useful Links

<http://www.theflip.com>

<http://net.educause.edu/ir/library/pdf/ELI7043.pdf>

<http://blogs.educationau.edu.au/ksmith/2009/12/11/using-unsophisticated-videos-in-teaching-learning/>

<http://www.youtube.com/watch?v=AeZ2afEldBO&feature=related>



Derek Bartels is the Executive Officer Information and Communication Technologies for Lutheran Education Queensland

Are you using Scootle?

Learn, teach and collaborate using digital curriculum resources from The Le@rning Federation (schools online curriculum content initiative). Most teachers in Lutheran schools already have access to the many millions of dollars worth of educational curriculum, do you?

Have you kept up to date with the latest developments in the rich digital content and collaborative services which are provided for Lutheran teachers in Scootle?

Do you have a Scootle login?

How are you using Scootle?

Have you seen what other teachers do with Scootle?

Scootle is now a powerful teaching and learning collaborative online tool available for you to deploy rich learning sequences for your students to access anywhere and anytime. If you have not used Scootle in the last three months then I urge you to go to <http://www.scootle.edu.au> and have a wander. Education Services Australia has enabled Scootle to have



more functionality while keeping its simple interface. Teachers all around Australia are creating rich sequences called learning paths for their students to use within and outside the classroom.

Login to Scootle and check out 'Child Migrants to Australia' shared by Jackalyn Herrick – it is an excellent example of how good planning

with good digital content can enrich a sequence of work.

If you do not yet have a Lutheran education Scootle login then get one asap so you can see this and other fantastic sequences other teachers have created and are sharing for you to use.

Learning in the 21st Century

Continued on from page 2.

- » Being creative and turning that creativity into action
- » Thinking critically and asking the right questions
- » Striving to understand others' perspectives and to understand the entirety of an issue
- » Communicating effectively, often using technology
- » Working ethically, firmly based in both your own society and the planet as a whole

As schools, we need, at all levels to consider this skill development for our students. I would suggest that effective delivery of these skills would be limited in a school with a strongly teaching focused environment.

The third layer of our challenge, after the whole person and skill development, is the need to effectively use technology to support and enhance learning opportunities.

Our schools have not adapted well to the changes resulting from new technologies. While students use new technologies as a learning and communication tool in exciting and innovative ways, our schools have not responded as well in the teaching process.

As a result most of the exciting uses of technology learning tools are often seen, not in our classrooms or schools but in our students' homes.

Currently 2,000 gigabytes of new information is produced every second, while most of our classrooms are designed on the assumption that information is scarce and hard to find. Nearly the entire body of human knowledge flows through and around our classrooms in one form or another, accessed by mobile phones, laptops or iPods.

Michael Wesch, Kansa University, says that classrooms built to reinforce the top down authoritative knowledge of the teacher are now enveloped by a cloud of ubiquitous digital information where knowledge is made, not found and authority is continuously negotiated through discussion and participation. Our students need to move from being simply knowledgeable to being knowledge-able.

In 2005 I was involved in a national ICT in Schools Taskforce. The charter of the group was to produce a series of position papers related to learning in an online world. The paper on contemporary learning discussed the elements that schools could take advantage of in improving opportunities for student in the learning process.

It was identified that the innovative application of technologies can create new dimensions in personalisation, negotiation and risk-taking, critical, creative and reflective thinking, problem solving, knowledge creation and management, interactivity, communication and collaboration, local and global networks, motivation and learner expectations and assessment.

To achieve these key elements we need to introduce innovative models of schooling that utilise technologies in the redesign of school organisational structures and curriculum. Innovative use of ICT can dramatically improve opportunities for student learning if the learner is placed at the centre.

In summary, schools need to critically examine how they are meeting the learning needs of students in contemporary society? They need to ensure that they are addressing the needs of the whole student, meeting the needs for their learning and skill development for when they leave school and effectively using technology as a tool for enhancing the learning opportunity of students.

When we get this right our students will be engaged in the learning process and in their classroom interactions and we will be delivering learning for the 21st century.

Regional news: Lutheran Education Queensland



Search, ask, learn, connect

Digitally enhancing all teachers

At the end of 2009, the junior school at St Andrews Lutheran College in Tallebudgera Queensland began an ICT journey to *Engage life-long learners with ICTs and web 2.0 tools*. The teachers reflected on their ICT needs and their current skill base. This data was used to inform our work in 2010 in relation to teacher pedagogy and ICTs, particularly as an international baccalaureate world school implementing the Primary Years Program (PYP).

As teachers in the 21st century we need to become effective users of technologies in order to engage with our students, otherwise we risk disengaged and disheartened learners. It is clear that ICTs have transformed the way that we (could and should) teach.

The *Engaging life-long learners with ICTs and web 2.0 tools* journey has been funded through the Australian Government Quality Teacher Program (AGQTP). This has enabled the college to support teaching teams to effectively plan for ICT integration through the provision of professional development and time release for teachers to learn how to integrate these new ICT tools authentically in the curriculum (specifically the program of inquiry).

As teachers we need to continue to reach out to our students with a desire to provide stimulating and student-centred learning experiences. The carefully planned use of ICTs has engaged our students and continued to foster the supportive culture required for sharing and risk-taking with ICTs (and beyond).

As we all know, professionally, we too must be prepared to constantly change, adapt and learn from each other. Therefore a key element of the project is in the modelling and

mentoring of teaching and learning with ICTs. This has been evident in the spontaneous professional conversations that have occurred about ICTs, reflecting a significant cultural change in a relatively short time span.

For our teachers, the journey has not only been professional but personal; in the creation of life-long learners who have become risk-takers alongside their students.

The ICT journey that we are on may be bumpy at times; some challenged by the mountain it seems must be climbed; occasionally frustrated or downright confused. Despite this, it is comforting to know that you are not alone. At the end of this stage of the journey, many will be surprised when they reflect on their (mountainous) progress over the year.

If you would like to follow the progress of this project please visit the wiki at <http://jssalc.wikispaces.com/>.

Julia Boulton

Teacher librarian
Junior school ICT Coordinator
St Andrews Lutheran College
Tallebudgera Qld

iPod initiative update

In the first edition of *SchoolLink* this year readers were introduced to the 1:1 iPod initiative at St James Lutheran College in Hervey Bay Queensland. The teachers and students have grown immensely and learning opportunities have continued to present themselves.

All year 8 students and teachers at St James Lutheran College are supported in developing skills for working and learning in the 21st century through the use of mobile flexible technologies. Every year 8 student and teacher has been given an Apple iPod Touch mobile device which has access to wifi internet. These devices enhance their learning by having access to:

- » sound educational applications
- » internet content and collaborative tools
- » rich video content to enhance their units of work

There have been further updates since the initiative began in January 2010.

The University of Southern Queensland has instigated formal research in the effects on

learning not just within school but out of school as well. The research is going well allowing the teachers to also tap into similar research around the world. This research will be a longitudinal study stretching across the entire secondary schooling of the current year 8 students.

The Middle Years of Schooling Association has recently featured an article in their national journal relating to the initiative at St James.

The two year 8 coordinating teachers Amanda Gosney and Michael Fuller attended the Slide2Learn conference in Victoria recently. This conference brought together teachers and leaders who are also currently implementing iPods across learning within Australia and other parts of the world. One of the best findings from the conference was the affirming research stating that this initiative can only deliver the best learning outcomes if students have ownership of the device in and out of school. This means the iPod is considered their personal learning device and is only designated to a particular student. Currently the relevant teachers and leaders are planning how to grow the initiative across the school and the findings and discussions at the recent

Slide2Learn conference in Victoria provided a great deal of strategies and solutions.

Further information regarding iPods in learning can be found at <http://learninginhand.com/>

For Further Information please contact

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Every year 8 student is provided with an iPod

A shift in staff thinking

Over the last two years the teachers at Bethany Lutheran Primary School, Raceview have been working on how to more effectively integrate ICT into the curriculum. Through the Australian Government Quality Teacher Program (AGQTP) all teachers were coached for 12 months on the use of interactive whiteboards (IWBs) and the introduction of ICT in planning their integrated units. There was a huge growth of skills as the staff encouraged each other and enjoyed the feedback from students and their parents.

At the beginning of 2009 Derek Bartels led a session during staff in-service week. At that time we were keen to establish benchmark skills for each year level. This was documented and teachers agreed that we should all include our teaching of this area purposefully within our other KLA's.

This year in in-service week we invited Derek back to help us with our strategic planning in ICT. He showed us what is happening around the world and we talked about how technology is being used. Teachers then gave input into what our new ICT space should be like and the learning support that it would add to our curriculum.

With the development of the ICT area in the new library teachers saw a wonderful opportunity to set up a special area. We brainstormed the purpose of the new ICT space and asked the question, 'What is the room for?', and arrived at a rationale that:

- » it add a richness and dynamic to learning
- » it be an extension to classroom learning activity
- » it provide connectivity
- » it be a 21st century learning environment that prepares students for the technologically driven society they live in and also prepares them to operate comfortably in the global environment

We considered our future vision in relation to our current situation. Our wiring and infrastructure around the school was sound, but there was a vision for a wireless school, laptop trolleys in each stage and compatibility of hardware throughout the school. Derek then asked us to consider how we would set up the room. And so we dreamed!

Technology – IWBs, TVs (HDMI), laptops, notebooks, iPods, webcams, Flip videos

Furniture – TV monitors (flat screens around room to display group work), tiered seating (base point seating), ottomans (easily moved – on castors), tables (wave and various shapes and colours), mini whiteboards, rolling chairs

Design – colourful, niches in bulkheads, coloured paint for different bulkheads

At this point Derek showed a multi-campus school in Kent, England on a YouTube clip. They called the area in each campus a learning plaza. The school demonstrated that the children's learning had been enhanced through the plaza; students loved being in the room

and were better behaved, they enjoyed the atmosphere and the access to technology for research and felt valued by the school in being provided with such an excellent learning area.

By the end of the day our staff unanimously agreed that we wanted one of these. In the weeks that followed we discovered BizFurn Express, who manufacture the sort of furniture we would need and invited a consultant to visit us and assist us through quoting to set up our own learning plaza.

Our staff has a strong commitment to research and evidence-based learning and makes decisions which are informed by concrete evidence. I thank Derek Bartels for his leadership and guidance in this area and the staff for their enthusiasm in integrating computer skills throughout their learning programs. Our new learning plaza was officially opened on 4th June.

Neil Schiller

Principal
Bethany Lutheran Primary School
Raceview, QLD



Library and learning plaza



The result of a dream



A shift in thinking

Regional news: Lutheran Schools Association (SA/NT/WA)

ICT professional development moving towards a 1:1 philosophy

Improving student learning outcomes using technology is the goal of every school moving towards a 1:1 platform. When implementing this initiative, it is important to remember that people come from different areas of expertise and levels of understanding and technology

is no exception. We all prefer to learn 'just in time'. With that in mind, we structured our ICT professional development opportunities to expose staff to experiences that would demonstrate new technology and ways of using it to improve student learning outcomes. We aimed to show that this is often not as hard as people might expect.

The way we did this was by involving staff in an ICT adventure day. They used technology that they were previously unfamiliar with to complete various interactive tasks.

Staff were put into groups of five, which had been strategically chosen to make sure that at least one person in the group was familiar with ICT. They were emailed a task that sent them out into the community to complete a piece of work that students could be asked to do. One task, for example, was to choose a cultural place in Murray Bridge and film a two minute video using a different array of camera techniques.

The feedback was very positive with some staff expressing their relief that learning the new technology in a collaborative and non-threatening way made it easier for them. Others were pleased to have an opportunity to explore pedagogy that uses technology to improve student learning outcomes in a fun way.

Steve Kavanagh

Head of Digital Education
Unity College
Murray Bridge, SA



Unity staff during the ICT adventure day

Share the passion!

Vetamorphus is a Christian leadership course for senior secondary students that offers credit towards the South Australian Certificate of Education. Students successfully completing the course gain a Certificate III in Christian Ministry and Theology.

One of the six key areas that make up Vetamorphus is a live-in mission. Three students at Faith Lutheran School, Tanunda put together a fantastic event in their local community to tie in with Easter celebrations.

The aim of the live-in-mission was to help young people understand the true meaning of Easter while having fun, growing closer as a group and reflecting on the Easter story.

Planning and arranging the entire event was up to the Vetamorphus students. The event began on Maundy Thursday with the viewing of the movie 'Passion of Christ' followed by discussion, Easter crafts and of course plenty of eating!!

Comments from the students:

I believe the movie had an impact on everyone and the craft activities were a fun way to reflect on Easter Sunday and what happened on Good Friday ... it was really about relying on God, and serving others. 'The Passion' was a movie I will never forget and I believe that God is still working in me through the movie! Katrina

Vetamorphus is really broadening my horizons and it is fantastic to meet up with people on the retreats doing the same thing I am, believing the same things I do. Tessa

Meeting monthly with my mentor has been very beneficial because I can share experiences and reflect with someone else who is anchored in Christ. Shane

For more information on this please contact Travis Doecke at Australian Lutheran College on 8267 7400, travis.doecke@alc.edu.au

Further information is available at www.vetamorphus.com

Ali Hoopmann

VET Coordinator
Faith Lutheran School
Tanunda, SA



Sharing the passion: Vetamorphus participants



Redeemer's Indigenous Garden

In Redeemer's mission and vision statement, our community has made a commitment to celebrating 'a dual heritage and connectedness' ... and by this we mean identifying, valuing and celebrating our local Australian origins, our Lutheran heritage and our international connections with passion and pride.

We believe we need to explicitly teach and share this heritage with our community in a learning experience which means something to each one of us, in a way that engages our mind, body, and spirit. What better way to share this multi-sensory real life learning experience than in a garden – Redeemer's Indigenous Garden.

Our Indigenous Garden is constructed with the idea of representing in some way and celebrating the three Indigenous countries who connected with our local and surrounding areas. It is hoped that the garden will help bring about an understanding and appreciation of our local Indigenous heritage by encouraging stories to be shared, inquiry to be developed, and quiet reflection to be a focus. The garden consists of three outdoor learning classrooms, various plants, rock formations, and a flat lower level which allows for people to meet near the kitchen servery.

Garden structure

There is a lot of symbolism used throughout the garden – even the different levels of the three learning areas are significant. The learning area at the top of the garden with the yellow sand represents the land of Peramangk Aboriginal people who lived in the Mt Lofty

and Barossa Ranges. The one on the right at mid level with the red clay represents the land of the Ngadjuri Aboriginal people who lived in the Mid North region of South Australia – around Clare and Burra. And the learning area on the bottom left hand side with the green turf represents the land of the Kurna Aboriginal people who lived on the Adelaide Plains.

These learning areas are all linked to the main area at the bottom which is the trading area (in grey gravel) for the three groups. Because the Peramangk area is further away from the trading area, it is linked with a path representing the Yurbilla Pass. You will also see the dry creek bed on the right hand side of the Ngadjuri area which represents the North Para River, which runs through Nuriootpa behind the swimming pool and Foodland.

How we use this special garden

Knowing the significance of the symbolism in this garden helps us to appreciate and respect it. We want it to be a place where students and our whole community can reflect, spend time in quiet activities, appreciate and work in and with our natural environment. Our student community have established some essential agreements about how we will use this garden.

Redeemer Lutheran School
Nuriootpa, SA

Indigenous Garden Essential Agreements

(written by Redeemer students)

We will use the garden as a quiet place to reflect and learn, to pray and read, to sing and dance, to inspire and celebrate, to praise and share, and to show care for those around us.

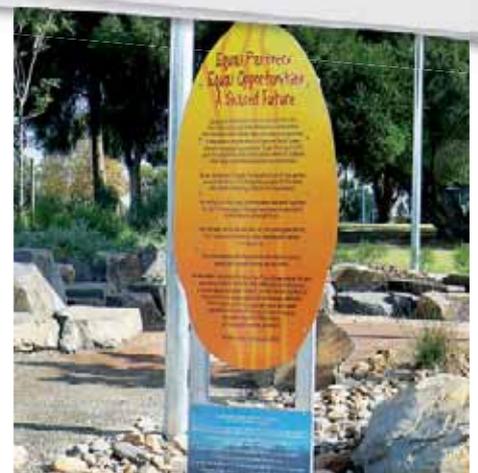
We will show our respect for each Indigenous country by walking quietly through the garden using the paths provided.

We will care for the garden by removing our rubbish and leaving things in their place.

We will only sit on rocks or on the ground in the open areas.

We will show care for other users by considering our noise level and the number of people here.

We will show respect to our local heritage by learning more about Indigenous people and culture, and sharing this with others who visit our garden.



Redeemer's Indigenous Garden (all above images)

Regional news: Lutheran Education South Eastern Region

Bio-cubes enhancing literacy

At St John's Primary School in Portland Victoria it is not unusual to see level 3 and 4 students using computers in their literacy block. For many of these students, it is a comprehension based activity and they are highly engaged.

One such activity is bio-cube, where students create a 3D paper cube which includes information about a person they have studied. This information involves name, time period, place, background, personality, obstacle, significance and quote.

Creating the bio-cube is less onerous for the students than merely writing down facts, and the prompts help them. More importantly, it is not 'another worksheet', but an opportunity to create something which will show what they have learned.

In 2009 the level 3 and 4 teachers at St John's Primary School were fortunate to be involved in a program aimed at enhancing literacy through ICT. This pilot program was run through the Association of Independent Schools Victoria (AISV) and encouraged us, as teachers, to use ICT as learning tools especially in the area of comprehension.

Twelve months later, this is definitely a tool that we are constantly using in the classroom for comprehension. The students are engaged, eager to share their findings and finished products and the teachers have noted an overall increase in reading comprehension. What more could you want!

Ann Dickinson

Level 4 teacher
St John's Lutheran Primary School
Portland, Vic

ICT providing opportunities

There is no denying it, ICT is playing an even larger part in our lives.

At St John's Lutheran Primary School in Jindera New South Wales our ICT program aims to develop skills in our students, to help them become savvy, safe and successful information communications technologists.

Students of all ages through specialist or integrated class lessons, are developing great ICT skills. It is quite exciting to see four and five year olds in action with computers, their enthusiastic exploration and bold approach to learning is impressive. At the other end of the scale, our year 6 students competently work with video and digital cameras and a range of applications to create media projects across the curriculum.

We are blessed to have a diverse collection of software and applications to assist in the development of these skills. To support and enhance their learning, students may utilise word processing, publishing, spreadsheets, presentation and multimedia applications, as well as web links, learning objects and educational games.

For any school, the blessing of ICT does come with some challenges. For our school, these include:

- » keeping up with ever changing technology opportunities and applications
- » ensuring our use of ICT is authentic
- » striving to address the ever increasing needs of student safety and behaviour online

In the big picture, as we navigate the many opportunities ICT provides, these challenges pale in comparison to the sheer enjoyment and engagement students (and teachers) find with using ICT in their daily lives here at St John's.

Jane Alexander

Deputy Principal
St John's Lutheran Primary School
Jindera, NSW

Integrating digital education

Digital education at St Paul's College, Walla Walla NSW, is being met in a number of ways, one aspect being within Technology Studies.

Dr Barry Krueger, keen to ensure this subject is at the fore of the progressive education at St Paul's states:

The technology department at St Paul's College, Walla Walla recognises that the retrieval and re-presentation of digital information is only one aspect of computer use within the college. In Technology Studies students use the equipment and software available to them to replicate current processes and technologies used in industry. This involves use of a vinyl cutter, a Computer Numerical Control (CNC) milling machine and a CNC metal lathe, together with Computer Aided Design/Computer Aided Manufacture (CAD/CAM) software.

Students in years 7 and 8 use the technology process to design images and artwork on their computers, which are then used to make stickers on the vinyl cutter. Students in years 9 to 12 design and draw items with Auto Cad and Inventor drafting software, animate assemblies if needed, generate the machine code and simulate the machining of the item with the CAD/CAM software. Finally, once these processes are finished the items are produced via the computer codes. These processes provide students valuable experience and understandings for future employment or further training.

St Paul's College

Walla Walla, NSW



Bio-cubes



Jindera students



Cutting vinyl



ICT plays a very important role in the life of Good Shepherd...

A journey of technological discovery

ICT plays a very important role in the life of the Good Shepherd Lutheran Primary School in Croydon Victoria. The use of computers is tightly integrated with all aspects of the curriculum and fulfils a variety of roles for our students, staff and school community.

The school has two main computing centres with another to be incorporated into the new library/resource centre that is currently being built. In addition each classroom is fitted out with an interactive whiteboard and further computers are available for staff and students.

From prep to year 6 our students take part in a journey of technological discovery that takes them from the very basics of computer use through to an exploration of all manner of ways of utilising computing technology to support their education.

The production of digital content is a key component of our ICT program, where students learn how to use computers as a tool. We utilise a wide range of software, both commercial, open source and online. The school intranet and our network provide a way to bring this all together as a means to collaborate and share learning throughout our school community.

Students in prep and year 1 use the open source program Tux Paint with its colourful stamps and drawing tools to explore a variety of topics. They use Art Rage with its realistic painting strokes to explore aspects of Bible stories. Completed art work is then imported into Microsoft Photostory to create video clips with accompanying motion and music that are then shared with the entire school community for school chapel services.

Students in years 1, 2, 3 and 4 explore the many desktop and media publishing capabilities of Microsoft Publisher, Excel and PowerPoint. Documents are created to support learning. Students develop a wide range of skills and techniques that form the building blocks of much real world computer use; creating text boxes, tables, graphs, importing pictures from digital cameras, creating and

...the use of computers is tightly integrated with all aspects of the curriculum...



customising graphics, page layout etc. Students produce cards, mini books, slideshows, comparison graphs, colourful pages that are filled with creatively designed text and graphics highlighting aspects of their learning.

In years 5 and 6, this work is further consolidated and students become very independent in bringing together work from a range of sources.

Hyperlinked PowerPoint media shows are created that incorporate content such as video clips, Excel spreadsheets and other documents. Students are taught elements of graphic design and photo editing using programs such as Corel Draw and the free Paint.Net. Video editing and animation is explored with software such as Windows Movie Maker, Adobe Premiere and Pivot.

A recent addition to the school has been the construction of our student intranet using the open source content management solution Plone. This intranet now serves as a valuable



...we continue to explore how we can more effectively make use of the technology that is available

hub for our students. Selected 'student reporters' write reports on newsworthy events occurring in the school which are then published on our student intranet.

Work across the school such as art work, stories and cartoons are included on the intranet to provide a means for students to share their work with the entire school

community. The intranet also serves as a central point to provide easy access to useful online resources. Our front page features links to our own school weather station and other resource sites such as LEAdr, Scootle and Wikipedia. The intranet also provides easy access to a large range of online learning sites and interactive whiteboard resources.

Interactive whiteboards in classrooms have provided a valuable means to integrate ICT in daily class life with a wide range of software resources utilised. The effective use of ICT continues to be an exciting journey for us as we continue to explore how we can more effectively make use of the technology that is available.



Matthew Polack is the Information Technology Coordinator at The Good Shepherd Lutheran Primary School, Croydon Victoria

Schooling - the world game or playing political football with kids?

The excellent skills, colour, luck of the game, emotion, drama and celebrations of World Cup 2010 will be long remembered, even by those of us who are other than soccer devotees. We witnessed the world stage with world class professionals and were proud that our country was part of the scene. Geography suddenly became relevant as we asked exactly where are Paraguay, Uruguay and Slovenia? Here was world class action.

It seems that everyone aspires to world class standards, and no more so than in education. A recent UK Minister of education called for 'this country to have the best system of education in the world'. US President Obama's acceptance speech contained a commitment to 'provide every child with a world class education'. The present Australian funding review's terms of reference seeks to identify resources required to provide this country also with world class schools. Education is seen as a commodity where improvement is assumed to be reflected in national productivity increases.

Performance in literacy and numeracy tests are then invariably seen as the measure of whether a world class standard has been achieved. OECD tests suddenly have achieved definitive status as the final arbitrator of world class. Ministers literally stand or fall on the basis of how their education system achieves in world literacy and numeracy tests. However, world class schooling has to be more than a narrow measure of literacy and numeracy.

What does it mean to achieve world class schooling? This question is important – unlike world football, where at the end of the day, your comfort has to be that the game is only sport.

The French apparently regard 'world class' as meaning more than beating the world, but rather as understanding, engaging with, and indeed sustaining the world (Alexander, 2010). World class education is, therefore, rather an orientation and a state of mind. Climate change and increased numbers of refugees are potent reminders that we are part of the 'world game'. We need a world orientation

and we need to help our students develop an awareness of the world beyond their networks. Now of course if you have minimum education standards you will not be a very effective global citizen. However, high literacy standards alone are surely not enough.

The higher goal is then a world orientation. Our *Framework for Lutheran schools* lists key attributes of Lutheran education as being for students to be *learners and collaborators*, and *supporters and advocates*. These attributes take on deeper meaning with our core value of *service* where we want our students to serve their neighbour in the global concept.

Today's global village has transformed our understanding of *who is my neighbour?* Jesus answered this question in the story of the Good Samaritan – our neighbour is anyone whose needs we know about. In the global village we certainly have an increased awareness about a huge arena of needs. Erwin has argued that this global knowledge changes our thinking about who our neighbour is, since 'with knowledge comes responsibility, with familiarity comes community' (2008, 17). The answer to the question 'Who is my neighbour?' now demands a global answer.

This edition of *SchoolLink* features the use of ICTs in Lutheran schools and some of the projects that we are undertaking together. ICT is a lever, an enabler, that can link people in social networks, defying geography as global



ICT is a lever, an enabler that can link people in social networks that defy geography



connections become not only a reality, but the norm. The possibility for rich and deep learning is much more to be desired than merely narrow testing.

Lutheran Education Australia is located also in the context of the global Lutheran school movement, being part of the 72 million Lutheran church membership. Lutheran churches invariably also have schools in the same way as does the Lutheran Church of Australia. As global Lutheran schools we can connect and we can respond together to known needs with some of our own global networks.

A world class school will have a global orientation. We are in the world game space whether we like it or not. The trouble with trying to be the best in the world is that it can foster a competitive spirit rather than a collaborative effort. In the words of Peter Ellyard we are to be *cosmonauts* rather than *cowboys*. The challenge for us, therefore, is to provide a global orientation so that our students can be world class in orientation.

Let us play the world game authentically and not as a political football game seeking merely a competitive edge!



Adrienne Jericho is the Executive Director of Lutheran Education Australia

A full list of references for the articles in this issue is available from the LEA office.