

winner of the 2008 ICTEV teacher of the year:

ROBYN FLOYD, GLEN IRIS PRIMARY SCHOOL

Robyn Floyd, Glen Iris Primary School is the 2008 recipient of the ICTEV Award for Teacher of the Year.

INTRODUCTION

Robyn is Assistant Principal - Curriculum at Glen Iris Primary School and was previously an Innovation and Excellence Educator for the Red Earth Cluster. Robyn is passionate about engaging students in relevant learning preparing them for their 21st century futures, using an innovative blend of traditional and e-technology to maximise the learning agility of both students and teachers. Robyn has written a number of articles, books and modules for teachers and parents sharing her ideas and challenging practice.

IN RESPONSE TO AWARD CRITERIA

WORK WITHIN THE NOMINEE'S INSTITUTION AND OUTSIDE INSTITUTIONS

Robyn coordinated teaching and learning activities within the Red Earth Cluster from 2004-06, working with students in Years 5-9 in four primary schools and one secondary school.

Robyn's projects during this time included:

- Developing Kay Steven's Visual Storytelling Project, resourcing professional development for teachers in Flash, linking literacy skills with ICT by collaborating with Hazel Edwards, author, to improve writing standards.

Students in Years 5-10 of the Red Earth Cluster created bilingual literacy resources (spoken and written and signed in Auslan) for deaf students. Students were challenged by Robyn to develop an understanding of a visual language, write stories, edit and re-write for a specific audience, assess the stories on criteria such as marketability and age-related appeal and offer a selection to the Student Leadership Committee for publication. As students had a wide range of ICT skills, collaboration was essential; genuine mentoring occurred as students worked to a common goal. Primary students wrote books, year 10 and 11 students animated the books using Macromedia Flash and Year 9-11 students from the Victorian College for the Deaf signed the books and met with Mooroolbark students to proof read the books.

- Developing teacher confidence using ICT within a responsive curriculum by

working in classes three days a week, training ICT experts in programs: PhotoStory; Publisher; digital photography and being available to support teachers and source specific training for individual needs.

In her role as Assistant Principal at Glen Iris, new projects include:

- The Paperless Classroom, a concept developed by Robyn, is designed to focus on thinking through group discussion and self reflection. The room has NO paper - bright walls but bereft of the normal busy displays in regular classrooms. However, it does have an interactive TEamboard, digital cameras for recording and five new computers. However, the most innovative aspect of this room is THINKING Tables.

Four old classroom tables have been laminated with whiteboard material so that students can use whiteboard markers to brainstorm, work through problems and experiment with words and ideas. The finished idea can be digitally photographed and discussed at the next meeting or typed into Word. Since begun in Term 3, students are more adventurous and thoughtful writers, happier to risk-take in mathematics when ... what they commit to the THINKING Tables can be modified and adapted at the flick of an eraser.

- 'Animate My Toy' project where Year 8 students at Camberwell high School are sent a letter and drawing by Preps and they animated the drawing, i.e. 'Can you make it change colour? Can its leg move?' Terry Hume, ICT Teacher, Camberwell High School commented that the project has given the students a great amount of enjoyment during the task and they took the project quite seriously knowing that the finished product would be scrutinised by the original artists.

- Mentoring four teachers to be Digital literacy leaders in their unit teams producing a Knowledge Bank report and coaching other teachers in e-projects and sharing ideas with other school leaders in the DEA (Digital Excellence Awards) Projects.

- Continuing to support the completion of the Auslan Project ensuring sustainability of the project. Another four books have recently been distributed to 20 schools with deaf students in Victoria and a number in Tasmania.

WORK WITHIN OUTSIDE GROUPS

Robyn reflected on the BETT conference, UK, a trip partially self-funded in order to gain an understanding of how ICT was being used globally, by writing a blog, which was used by colleagues to comment and ask for

clarification on new technologies while Robyn and a colleague were 'on the spot'. <http://bettreearth.edublogs.org/> Colleagues on overseas conferences have taken this example and Robyn has helped them develop their blogs.

During the BETT Conference Robyn saw two projects that she believed has resonance for her learning communities. The Digital Excellence Program, a student negotiated program that supports staff with little ICT confidence. Dr John Ingram spoke at a Breakfast forum at Glen Iris, in August, to teachers, local school principals and regional staff. The Digital Excellence Program is now operating in 15 schools, supported by DEECD. Dr John Ingram and Robyn have been invited to present at the ACEC Conference in Canberra in 2008.

The StoryMaking Project, literacy storytelling project, also seen in the UK, (International Learning and Research Centre) is supported by an informal electronic network in three geographically distant schools through emails, podcasts and DVDs of each story. Teachers then 'tell' the story to their students and a community of teacher learners can share their experiences, meeting physically once a year to establish relationships.

RECOGNITION WITHIN OWN INSTITUTION

Robyn planned and organised professional development for the Red Earth Cluster Principal Team, a group of five Principals (Australian Computers in Education Conference, 2006) realising that the challenge for principals is to build ICT infused learning environments with a focus on building skills and teacher confidence. The Team returned with a commitment to develop their individual use of new technologies and motivate by example rather than opt to lead their school's infusion of ICT from a purely infrastructure perspective. The Team attended a conference this year maintaining their collective objective to analyse current methods and strategies used in 'best practice' schools and classrooms while honing leadership strategies enabling the infusion of ICT seamlessly into daily classroom practice demonstrating that Robyn's vision for a collective approach across diverse schools is being sustained. An article on their experiences appeared in both the Educational Times and was requested by the Educational Technology magazine.

WORK WITH STUDENTS

As a Cluster Educator, Robyn worked with teachers educators is to change pedagogy to facilitate learning that increases student achievement, engagement and motivation by acknowledging and integrating new

e-technologies. Robyn encouraged and enabled cross-school teacher mentoring in Kahootz, digital portfolios and animation through cluster level meetings each term.

In 2004, with just a webcam and PowerPoint, and minimal knowledge but energy and enthusiasm, the cluster collaborated to produce five books. There were seven schools involved in the project:

- 17 classes 28 teachers
- 300 picture story books written by students in Years 5-7
- 6.5 hours of discussions on which books to choose to be signed in Auslan
 - 20 books selected by students at each of the schools
- 16 books authored (re-created in PowerPoint)
- 54 hours of authoring (in computer labs)
- 8 hours of videoing students at VCD signing the books
- 4.2 hours of taping voice-over tracks.

In 2005, we aimed to be more professional, using Flash by Year 10 students from books written by Year 5 and 6 students. It is worth noting that Lyn, the ICT teacher could only, 'Bounce a ball across a screen' yet she facilitated the production of eight page animated books. Students taught students and also taught Lyn!

In 2007, students created four books of exemplary professional standard, to be distributed to students who are deaf. The project was featured on pICTURE IT Series 2, Powerful Learning - enabled through ICT, DEECD. Two of our students now have their own web design company as a result of this project.

WORK WITH COLLEAGUES

- Visual Storytelling Project: Robyn presented to teachers at Taroona Conference, Hobart, and Yarra Valley e-Learning Community Conference with students and distributed 50 copies of books to interested teachers. Robyn's articles on the Auslan Project featured in Knowledge Bank has led to a number of schools across Australia contact her and be directed to the bilingual resources, produced currently only in Victoria.
- Teachers to access information for the week or comment on school issues use Robyn's webpage and blog. <http://protopage.com/gips.apc>
- Robyn shares with other APs through the Boroondara Network supporting teachers in local schools to use interactive whiteboards.

WORK WITH PARENTS

Robyn has:

- Developed a cluster website to enable parents to view student work.
- Written numerous articles for Knowledge Bank and Parenting magazines.
- Produced 'Parent Podcasts' on ICT issues at Glen Iris Primary School. Parents have responded favourably and the next project is to include them on the new website.
- Robyn has facilitated parent information nights with international and local ICT experts.

RECOGNITION OUTSIDE OWN INSTITUTION

- robyn's work to develop a cohesive cluster of teachers was recognised when the cluster was awarded a Highly Commended Awards for Whole School Improvement, 2005 for their Cluster Expo. The expos have continued and this year focused solely on ICT.
- National Literacy and Numeracy Week Award for contribution to literacy through ICT.
- Letters of acknowledgement from the Regional Director, Dr Jim Watterson for the Girlfriends! website and Auslan books.

IS THE APPLICANT PERCEIVED AS A LEADER AND INNOVATOR BY OUTSIDE INDIVIDUALS, GROUPS OR ORGANISATIONS?

Her colleagues acknowledge robyn as a person who is always willing to share resources and Robyn has presented at a number of Victorian interstate conferences. Robyn shares through a regular ezine to her school staff and interested colleagues.

WORK WITH TEACHERS IN OTHER INSTITUTIONS

- Cross-region links (NMR and EMR) has been formed between Mooroolbark College and Victorian College for the Deaf. Reciprocal school visits have been an overwhelming success despite the need for interpreters. Awareness of Auslan presented out students and teachers with an alternative perspective on communication.
- With over 200 teachers (Prep - VCE) within the Red Earth Cluster, also shared resources with teachers throughout the eastern region.
- Allowing teachers global access to a successful well-being program developed with colleagues Phillippa Adgemis and Christine Shiel: Girlfriends! <http://www.praxis1.vic.edu.au/girlfriends/index.html>

Participant in professional organisations

Victorian Principals Association
Australian College of Educators

Publications

Teachers Talk About: Experiences of Integrating Students with Disabilities, ASC, 1996

Count Me In, Module, Australian Sports Commission, 2001

Articles for Snapshots (UK), STAV LabTalk, Educational Technology, Short Circuit Magazine

Nail Boy, children's book/DVD using split screen, Auslan and standard written/spoken English.

Participant in conferences and other professional development activities

National Coalition Against Bullying, Melbourne, 2007 (display of resources - free)

BETT Educational Technology Show, UK, 2007

ACEC Conference, Cairns, 2006

Digital Conference Melbourne: Auslan Bilingual Books (2005) Presenter

Yarra Valley e-Learning Conference: Girlfriends! and Auslan (2006) Presenter

VITTA Conference, 2007