

GAIL Research Fellowship

**“ What lessons can be learnt on introducing and utilising iPads within a Junior School?
What is the impact of having a Wellness Centre on the Health and wellbeing of a Junior School?”**

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Abstract

Robert Gordon's College Junior School in Aberdeen are on the cusp of introducing iPads to the Junior School pupils. In recent years Robert Gordon's College has been developing their Health and wellbeing ethos in line with Curriculum for Excellence and GIRFEC.

Taking an international perspective, this work-based project seeks to (1) examine the impact introducing iPads to a Junior School has had and (2) how having a Wellness Centre impacts on the wider Health and wellbeing of pupils.

Kristin School, Auckland, New Zealand, a large independent school introduced iPads in 2013. Kristin School also offered something different from Robert Gordon's College (RGC) in the form of a Wellness Centre offering counselling and other health related issues. Through this work-based project both qualitative and quantitative data were collected using semi-structured interviews and questionnaires in order to ascertain the perceived impact of the introduction of the iPads and the impact a Wellness Centre has had on the wellbeing of all stakeholders. Views of staff, pupils and parents were considered. In addition, lessons using iPads and Health and wellbeing lessons were observed and taught at Kristin School.

Reviewing appropriate literature, an international dimension on the use of iPads and School based Counsellors, issues were identified supporting the structuring of questionnaires, interviews and observation schedules. Subsequent, comparisons and common themes were identified through data analysis.

It would appear that all stakeholders feel the introduction of iPads has been beneficial to the pupils learning. Pre planning for the use of iPads and the back up and support is crucially important and time must be spent on ensuring that planning is sufficient. What was stressed by all stakeholders is that iPads themselves are just a device, it is how they are used that is important – they can and must enhance the learning.

From the findings it was felt that having the Wellness Centre enabled students and parents to have someone additional to go and talk to if they had concerns or if additional support was required.

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I sincerely hope that the Global Alliance for Innovative Learning develops and expands even further so that other teachers from across the world can enjoy the experiences I did in New Zealand.

Introduction

Robert Gordon's College (RGC) is a large independent school in the heart of the granite city of Aberdeen, in the North East of Scotland. The College comprises of a Nursery, Junior School and Senior School, with over 1500 day pupils. It has a distinguished history dating back to 1750.

Whilst RGC is a school with history, it is also a school determined to be a leader in education and ensuring that their pupils are receiving the very best education. With this in mind RGC has joined forces with seven other schools across the continents to establish links that will enhance and rejuvenate education through the Global Alliance for Innovative Learning (GAIL). One such school is Kristin School.

Kristin School is an independent co-educational school, located in Albany, North Shore, Auckland. It is an IB World School and has just under 1500 day pupils. Established in 1973 by parents, it comprises of a Kindergarten, Junior School, Middle School and High School.

Since 2013 Kristin Junior School has been leading the way with introducing iPad technology throughout the Junior School. Kristin School introduced the scheme "bring your own device" (BYOD) for pupils in years 3-6 in 2013. Kindergarten to year 3 began to gain access to a class set of iPads at the same time. In Kindergarten to Year 3 this works out to be in a ratio of one iPad for every 3 pupils. When this scheme was introduced, staff at Kristin School were also given a school iPad and a MacBook computer. All other desktop computers in classrooms were removed and Kristin School also removed their I.C.T. classroom. Middle and High school pupils at Kristin School had already been bringing in their own laptops for many years. It had been planned that as the Junior School pupils progressed into Middle school there would be a rolling programme of introducing iPads into this area of the school. However after one year of having iPads in Middle School Year 7 it has been decided that in Year 8 the pupils are to bring in laptops rather than iPads. Discussions are currently taking place at Kristin School as to whether next year in Year 7 pupils will bring laptops rather than iPads. If this occurs the ratio of iPads in Kindergarten to Year 2 can increase to 1:2. Currently the

Kindergarten uses iPad Minis due to the weight element. Staff and Years 0-3 iPads use MDM to push apps. At Kindergarten rather than using MyKristin (On-line school blogging page) they use Storypark as portfolios and Easyblogger Junior as this enables them to publish quickly.

Kristin School protects the wellbeing of all their stakeholders by having a Wellness Centre. This centre encompasses health, counselling, chaplaincy and attendance. Everyone from pupils to staff to parents have access to this centre. It holds many functions and has been developed and enlarged over the last few years.

As RGC moves forward with technology the opportunity has arisen to enable the Junior School to introduce the use of iPads throughout classroom activities. Currently as a class teacher and Principal Teacher it is vitally important that I take on board these changes and ensure my practice is sector leading within this area. Current statistics on the mental health of children in British Primary schools suggests that more needs to be done to support the mental and emotional wellbeing of our pupils. Through the GAIL scheme the opportunity arose for me to visit Kristin. Whilst there I was able to see how they utilised the iPads and in what way the Wellbeing Centre was of benefit to the school. I was able to seek the views of all the stakeholders at Kristin. My objective in this research project was to investigate what lessons can be learnt on introducing and utilising iPads within a Junior School and what the impact of having a Wellness Centre on the Health and wellbeing of a Junior School would be.

Research Question and Sub Questions

Research Questions

“ What lessons can be learnt on introducing and utilising iPads within a Junior School?
What is the impact of having a Wellness Centre on the Health and wellbeing of a Junior School?”

Sub Questions

1. What lessons can be learnt on how Kristin College introduced iPads to their Junior School pupils?
2. How have iPads been incorporated into the education system in Kristin School and could aspects of this be utilised in other Junior Schools?
3. What are the perceived benefits or disadvantages of the Wellness Centre towards the Pastoral Care of the Stakeholders at Kristin School?
4. Could aspects of the work undertaken at the Wellness Centre at Kristin School be incorporated into life in other Junior Schools?

Research Approach and Methodology

Paradigms of research

When studying the different types of research there seems to be a few main paradigms of research. The philosophies of research include Postpositivist, Social Constructivist, Advocacy and Participatory Theory or the Pragmatic View. With these philosophies come different types of methods. These methods are document-based research, quantitative research, qualitative research or mixed methods, which combine qualitative and quantitative research together.

Taking on board all of the descriptions of research philosophies I believe this research project is skewed towards the Social Constructivist theory. I believe this because I am seeking the views of people currently working in the sector I am investigating. The research methods I would like to use are more of a qualitative style than a quantitative approach as discussed by Marshall and Rossman (1999:25).

The research project idea originated from direct experience and interest in investigating the possibility further. I also rely heavily on the participants responses to populate my data, which is a key component in qualitative data.

I then had to consider which strategy of inquiry I was going to use. I am using a qualitative strategy to conduct my research which means I have different viable ways of inquiry. These include Ethnography, Grounded Theory, Case Studies, Phenomenological Research or Narrative Research. I believe I am using a Grounded Theory strategy of inquiry as I am gathering the views of the participants in my study as Creswell (2009:13) commented on.

By collecting data through both interview and questionnaire formats it allowed for Triangulation to occur. Cohen, Manion and Morrison (2011) defined triangulation as,

“the use of two or more methods of data collection in the study of some aspect of human behaviour.” (Cohen et al, 2011, p195)

They went on further to explain the advantages of such a technique,

“Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.” (Cohen et al, 2011, p195)

I believe the way in which I have designed this research project complements this and allows for the categorisation and sampling of different groups to enable me to identify commonly held beliefs and differences between the participants.

Methods

Instead of a questionnaire to pupils, which given their young age they may have found difficult to read, I personally interviewed them as a group. One group of pupils were interviewed with respect to investigate the use of iPads (Appendix 3), whilst the second group were interviewed to investigate the use of the Wellness Centre (Appendix 4). Kristin staff selected which pupils took part in the study. The leaflet for pupils was child-friendly (Appendix 5) so that they understood what was being asked of them and a consent letter was sent to their parents (Appendix 2). The participants therefore gave informed consent. This consent was granted prior to my arrival in New Zealand so that the pupils were able to be interviewed shortly after my arrival.

Questionnaires were sent to parents of pupils from Years 3-6 and all class teachers of the Junior School to seek their views on the use of iPads within the Junior School. Another questionnaire was sent to parents of certain pupils who had used the Wellness Centre in the past and all class teachers within the Junior School. This questionnaire was to seek their views on the experience they had with the Wellness Centre. Staff at Kristin selected which parents received which questionnaire. All four questionnaires were sent prior to my arrival in New Zealand and the responses were waiting for me when I arrived at Kristin. Within the questionnaire I tried to vary the style of questions. I designed a questionnaire with both closed style questions and more open style questions. Some questions required individuals to rate their answers.

I also organised the questionnaire according to how Kellett (2005:11) suggested a questionnaire should be.

Prior to my arrival in New Zealand I had liaised with staff at Kristin regarding the questionnaires. This meant certain questions could be reworded to be appropriate for the participants and to ensure the most relevant information was gathered. Having the opportunity to liaise with Kristin prior to my arrival meant relationships had already been built and a clear understanding of the project was understood by all. It also meant that I was not wasting time once in New Zealand in preparing questionnaires and I could use the data collected and investigate aspects further when I was actually there.

Kristin School were very kind as they had organised opportunities for me to observe lessons using iPads (Appendix 1). I was also able to teach lessons utilising their I.T resources with a cross curricular approach in Health and wellbeing. (Appendix 10) They had also organised opportunities for me to speak to the I.T department, the E-Learning Co-ordinator, both Deputy Heads, attend staff meetings, Learning and Teaching meetings and open days. Thus through these opportunities I was able to collect more data than simply from questionnaires. As I had the responses from the questionnaires already, I could seek clarity on different points from individuals.

Analysing the data

Whilst the analysis of numerical elements of my questionnaires were fairly straight forward, the analysis of written and spoken data required a different technique. I used a coding technique as advocated by Peter Newby (2010:464) for the analysis of qualitative data.

First I divided the questionnaires into groups. One group being the questionnaires completed by staff at Kristin School with respect to iPads (Appendix 6), another group being questionnaires from the parents at Kristin School with respect to iPads (Appendix 8), another group being the questionnaires completed by staff at Kristin School with respect to the Wellness Centre (Appendix 7) and a group was the questionnaires from

the parents regarding the use of the Wellness Centre (Appendix 9). I also regarded the pupil's interviews as a group – one group being iPads (Appendix 3) and another being the Wellness Centre (Appendix 4). Within each group I looked at the responses and identified any themes that were continually or predominantly featuring. These themes were given different code names. Once I had identified these themes I cross referenced them with the other groups to see if a theme appearing in one group also appeared in another or if there was a theme unique to one of the groups. The themes were either emerging from the Likert scale style questions or comments that the participants had added. From the information gathered I was able to interpret the data, consider the comments and determine why certain conclusions could be proven.

Findings Disseminated

Once the data was collected, analysed and written up, the findings are disseminated through the publication of this finished research paper. This paper will be shared with all the participating schools of GAIL.

Resources, collaboration with others and support

I collaborated with my Head of College and Board of Governors as I required their permission to undertake this research. I also collaborated with the Head of the Junior School at Kristin prior to my arrival as she had to approve my questionnaires and interview questions. Collaboration had to occur with the staff at Kristin prior to my arrival with members of staff identifying pupils to be interviewed for both iPad investigation and to enquire about the Wellness Centre.

Ethics

Throughout the research project I consulted the Scottish Educational Research Association Ethical Guidelines for Educational Research 2005 to ensure that my *modus operandi* was ethically correct. I also made it clear to all participants of the research that the project had been designed around the guidelines.

I ensured Kristin School agreed and gave consent for the research to take place before I began the questionnaires and interviews.

I also made it clear to all participants that they had the right to withdraw their consent to take part in this research at any time and their responses will remain anonymous and confidential.

Recognising that I interviewed children I ensured that I conducted my research in accordance with the United Nations Convention on the Rights of the Child.

As mentioned earlier as the pupils were under the age of 16 I sought consent from the parents (Appendix 2).

To facilitate this I designed a child friendly information leaflet (Appendix 8). Although I explained to the pupils that their answers as a whole will remain anonymous, I had to remain professional and I ensured that they understood that if they disclosed anything that linked to child protection issues or criminality then there was a requirement for me to pass this information on. This was the same for the adults completing my questionnaires and involved in any discussions.

To ensure that I am ethically correct the names of pupils and staff members have been excluded in this final report. Information is presented in such a way that individual participants can not be identified, meeting my obligation to maintain confidentiality. In addition, I kept a reflective diary throughout my research and through a process of reflection, I believe my findings to be impartial and devoid of influence of any personal agenda.

When considering the members of staff at Kristin School it is important as the SERA guidelines state that I should,

“seek to minimize the impact of their research on the normal working and workloads of participants. (SERA, 2005, p5).

When considering my work at Kristin School it was important to consider the ethics involved in researching in a different culture. Marshall and Batten (2004:4) discussed the issues of cross-cultural research and ethical issues surrounding it.

I ensured that my work in Kristin School had the participant's full consent and that the findings will be communicated to them.

Research Findings

Aims and Objectives

The aim of this research project is to 1) Investigate how Kristin School introduced and are utilising iPads within the Junior School. 2) To examine the impact the Wellness Centre has had on the Health and wellbeing of the Kirstin Community.

The main objectives of my project are;

- To obtain feedback on the perceived benefit of introducing iPads has had on the Kristin School Community
- To evaluate how iPad development has impacted on the education system of Kristin School.
- To obtain feedback on the perceived benefits or disadvantages of having a Wellness Centre focused on the Pastoral Care of Stakeholders at Kristin School
- To evaluate if aspects of the approach undertaken at the Wellness Centre at Kristin School could be incorporated into life at RGC.

Data from staff in relation to the use of iPads

19 class teachers completed the iPad questionnaire at Kristin School. Responses could be identified as they were completed electronically using Google Forms. The vast majority of the teachers rated themselves positively on how they felt about iPads and their introduction into the Junior School. Only three teachers felt stressed and only one felt uncomfortable about iPads and one felt stressed. Interestingly the individuals who rated themselves in a more negative manner were from the infant section of the school, whereby iPads are not part of the BYOD scheme and are perhaps not used so often.

The area identified as being the most improved following the introduction of iPads was the pupil's motivation. Four teachers rated this as high improvement factor whilst 12 teachers rated this as an improvement. Assisting homework and supporting improved behaviour appeared to not rate very highly in improvement with the use of iPads as

these two areas scored the largest percentage of votes for no change since the introduction of iPads.

With regards to training, staff were split as to whether there had been enough. Staff commented on the fact that they would like more training sessions to include how to prepare assessment apps rather than just using creative apps. They also commented on the use of time, to enable the opportunity to share knowledge relating to iPads with one another.

Staff rated that “iPads support class teachers within their teaching” was the highest improvement with eight recording that as a high improvement and eleven as an improvement. This is in comparison to the three who rated a high improvement in “enabling you to complete work on time” with one person even rating that as having had a negative change on their opinion.

Data from parents in relation to the use of iPads

The parents' questionnaire in relation to the use of iPads was sent to parents with children in Years 3-6. As the questionnaires were sent prior to my arrival in New Zealand I am unclear as to how many were sent out, however there were eleven responses.

Nine parents felt that there had been a positive impact on their child's learning through the introduction of iPads, whilst two felt there had not been. Reasons given by the nine parents were that the pupils were “able to interact with technology, digitally corrected work reduced mistakes and gaining access to new and interesting information.”

The two parents who believed there had not been a positive impact commented on the fact that pupils “handwriting was not so good, the pupils had an unrealistic expectation of pace, there was a slowing down of methodical thought process as iPads are intuitive pupils do not read instructions correctly now.”

Parents were also asked if there had been any negative issues with the introduction of iPads. Nine parents said yes whilst two said no. The nine who said yes commented on the fact that pupils appeared to be “gaining an obsession with online/app games and YouTube videos. There was a difficulty in getting the pupils to play outside or play with traditional toys such as Lego and that homework time had to be observed closely as they could easily switch over to play games.” Parents also felt there was a “difficulty in separating the child from the iPad at home as it had been purchased as a learning tool”. The parents felt the iPad “required constant supervision, handwriting had deteriorated and social skills were suffering as more time was now being spent looking down onto an iPad.” The parents also felt there was a worry regarding “access to inappropriate content on the internet and there were creativity issues as it is just as quick to download a picture as it is to draw it.”

All eleven parents believed pupils found the iPad easy to use and were confident in using them. Ten parents thought the pupils wanted to use the iPad more whilst one parent did not.

The biggest improvement that parents felt was iPads supported pupils in completing their homework. This is the complete opposite to how the teachers felt. Parents also felt the iPads had improved the pupils motivation with five parents believing this was a huge improvement and 5 felt it had improved.

Parents commented on the benefits of iPads introduced into education. They believed this allowed for wider range of information gathering whilst remaining independent, it provided creative options and it was good for visual learners. Parents believed pupils could express themselves with the iPads and therefore good for language. The pupils were being kept up to date with technology and were working at a fast pace.

Parents did however comment on the concerns they had regarding the use of iPads. This included the impact screen-based work had on vision, difficulty in getting pupils to do things other than the iPad, the monitoring of iPads, the effect the iPads had on distracting the pupils, the effect on their social skills and the problem of the pupils becoming impatient with other tasks as they are used to the pace of finding information

and having the answers at the their fingertips. Lack of physical education was a concern too as pupils were spending more and more time on their iPad.

Seven of the parents believed their children used ebooks on their iPads and of that seven only three found them useful. All the parents were aware of the pupils using the iPad to research, seven parents were aware of pupils conducting reflection work on the iPad, nine parents were aware of collaboration, nine parents were aware of their child's work and six parents found it easier to see the work of their child via the iPad.

Parents also provided advice on introducing an iPad programme. Their advice included ensuring that parents are educated on how Apps are used; give them advice on how to keep their children safe on line and guidelines on how to manage the pupils online. They advised that parents and school should be empowering children to use the internet responsibly. The parents advised that there should be good policing in the class room. An online forum for parents to seek advice regarding iPads would be helpful. They advised that ensuring the basics are firmly established before iPads are introduced is important. With regards to apps, parents requested that teachers don't recommend lots of apps that will only be used once/twice/not at all. They suggested that the right iPad capacity is recommended from the beginning so new iPads are not required. A balance between the use of iPads along with traditional studies such as handwriting must be maintained, ensuring social interactions are still occurring. To enable social interactions there needs to be a balance of use and no toleration of using the iPad outside of the prescribed subjects.

Data from pupils in relation to the use of iPads

10 pupils were interviewed in relation to the use of iPads. 7 out of the 10 pupils said they enjoyed using ipads. The pupils said they enjoyed the iPads as they made their work look neater, it was easier to use the iPad as they didn't have to rub out any work and the work took less time. The pupils found discovering new apps exciting. The pupils commented on the fact that using the iPad saved time as if the teacher required two copies then two could be printed, however if it had been a written piece of work the pupil would perhaps have had to write the work out again. The pupils also explained that

using the iPads at this age meant they would know how to use technology as they grew up.

Five out of ten said iPads were ok. The reason that the pupils thought the iPads were just ok was that they found charging the iPad was annoying and stressful. They found that on occasions their iPad “glitches” and then they would be the only ones in the class unable to complete their work. Work at times could be harder due to the iPad as the programmes/apps needed to be explained a few times. The pupils also had difficulty if the iPad crashed and they lost all of their work. The pupils commented on the fact that they had to pay for apps and therefore pay for learning. This was a particular concern for the pupils as they believed that only 50% of the apps recommended were actually being use. The pupils commented that they had not been involved in a review process regarding the use of apps. There was also the issue of storage of the apps and work on the iPad. Some pupils had run out of storage on their iPads. Pupils also explained problems had arisen with hand me down iPads as mixing of work occurred.

All the pupils believed that iPads had helped them learn. They found them easy to use and a few pupils commented on the fact that they wouldn't know how to research without the iPad.

Aspects of the iPads that they disliked included the fact that they are not allowed to use the iPad on the buses. The pupils would like to be allowed to message parents during the day. A few pupils commented on the fact they would like to be able to play with their iPad during break however this was debated between the pupils as other pupils' believed this should not occur as no one would play with each other then.

All ten pupils felt the iPads were easy to use. 6 pupils were confident about the iPads. The four pupils who were less confident suggested that this was depended on their teacher and whether or not the app had been used before. None of the pupils were worried about using the iPad but they were worried about dropping, losing or breaking the iPad. All the pupils felt they should be using the iPads although there were comments regarding overusing the iPad and that the fact that some pupils felt it should be important to learn handwriting skills and how to draft work and edit it without the use

of electronic support. There was also a comment regarding finding other aspects of school life slow as use to finding answers to the questions very quickly. The only aspect pupils found stressful with iPads was the charging of them.

With regards to how the pupils felt the iPads had improved aspects of their learning, they felt that there had been a huge improvement in their homework and literacy. However they felt Maths had no change and in fact two pupils felt iPads had in fact had a negative change to their Maths work. Pupils also felt iPads had a huge improvement on how they researched and reflected on their work.

Technical aspects of iPads was an area pupils felt needed to be looked at. They were disappointed that there were apps being selected to be downloaded and then never used and they worried that they were being required to miss whole periods of work as they had to attend the I.T department to get their iPads fixed.

Data from parents in relation to the Wellness Centre

Although the Wellness Centre houses attendance, chaplain, counselling and medical support, the main focus of my research was on the counselling and medical support aspect of the Centre. I found that most pupils, parents and staff did not regularly access the chaplain services and the attendance officer was simply involved with the day to day attendance of the pupils. The questionnaires for the parents therefore focussed on the Medical and Counselling aspect of the Centre.

Thirteen parents responded the Wellness Centre questionnaire. All thirteen of the parents had children who had attended the Wellness Centre for various reasons. These reasons included for illness (nurse), injury (nurse), friendship issues (counsellors), anxiety (counsellors) and other reasons. The other reason included to improve behaviour, enabling the child to express himself, attention and focus concerns, to support settling in and anger management.

92% of the parents felt there had been a positive impact of having a Wellness Centre. This included gaining comfort for the pupil and parent knowing that when a child is ill or injured they can attend the Centre, being given coping mechanisms, getting advice and

help from a 3rd party, gaining an understanding in an area of interpersonal relationships. This could include friendships and an understanding of who the child can turn to thus feeling supported.

Three of the parents felt there had been negative issues in attending the centre. This included missing class to attend and other pupils knowing that they were attending the centre. The parents believed that the pupils felt different from the rest of their peers.

Only one parent had not attended the Wellness Centre. Nine parents had attended at sometime without their child. This was due to the parents attending the Incredible Years Programme or to discuss their child with the counsellor.

Six parents had attended parent training presentations and all had found them useful.

Only three parents attended guest speaker presentations but all three had found it useful. Teenage years and how parents can support their children at this time as a requested topic.

No parents felt stressed about the Wellness Centre but one felt anxious, one felt embarrassed, nine found it helpful, five were confident in the Centre, four were aware of procedures, four were committed and four were concerned about attending the Centre.

Parents felt the benefit in having such as centre was that it bridged the gap between the teacher and the counsellor. The parents believed that teaching staff listened to the concerns and advice of the counsellors perhaps more than had the parents voiced such concerns themselves.

One feeling that was reported by parents was the concern and worry about being judge by others, they felt a sense of failure as they were not able to handle the situations with their children themselves. They parents also commended on the fact that a few felt embarrassed about admitting what was going on in their lives.

Data from Staff in relation to the Wellness Centre

Eleven class teachers responded to the questionnaire regarding the wellness centre and its impact on pupils. Staff believed that biggest improvement in having a Wellness

centre was to support home and school life and for parents to seek support from. Staff believed that the centre had not really impacted on new students.

Currently thirteen out of the seventeen classes had pupils who attended the Wellness Centre. No one attended from Year 1 and 2. The reasons for pupils to attend was for friendship issues, separation of parents and other family issues, pupils gaining support with regards to their emotions, anxiety concerns, self esteem issues and gender issues.

Within Kindergarten it is the parents who attend the centre and this is for advice and the Incredible Years Programme, which is parent support programme delivered by the school counsellors.

Changes within the pupils that staff recognised that occurred following attendance to the Wellness Centre included seeing the pupils more positive, pupils being given strategies to help solve problems, behaviour changes – with one responses identifying the change was linked to the Incredible Years Programme and issues being resolved.

Only three of the staff found a negative issue with attending and these included that fact that some parents do not want their child to attend counselling, the older primary pupils feel they are being treated like little children when at the centre and trying to find times that synch with classroom timetables and counselling appointments. This can also cause problems when trying to remember to send pupils to their appointments.

All staff felt a mixture of knowledge and confidence in the Wellness Centre. Four staff felt committed to the Wellness Centre.

Data from pupils in relation to the Wellness Centre

Pupils were chosen from Years 4-7 to be interviewed regarding the Wellness Centre. All the pupils interviewed had attended the Wellness Centre at some point however their reasons varied including simply attending the medical side of the centre to those pupils who had attended the Counselling side. As it was a group interview no questions were designed to pry into the personal reasons for attending the medical or counselling side of the centre. One to one interviews would have been required for this take place.

All the pupils felt happier after attending the Centre although they did not always feel more relaxed. The reasons they felt better was because they knew attending the centre would result in a positive outcome, the environment is calm and they knew that why they were going was not going to “be gossiped about”. The pupils commented on the sense of trust they felt and the fact the adults at the centre would know what’s wrong and how it can be fixed.

The pupils did comment that they didn’t like waiting at the centre and perhaps there should be more people there to help. They were also not so keen on walking so far and they suggested there should be a separate centre for Junior School and for the Senior School. The pupils were also concerned about missing time out of class.

All the pupils felt the staff at the centre were helpful. The pupils commented on the fact that they sometimes felt embarrassed about attending even for the nurse. When attending the counselling service the pupils were sometimes embarrassed and worried about what they were saying and what people might think about them going.

The majority of the pupils felt less anxious after attending the centre and only one pupil felt they were not any better after visiting. This was because the pupil was worried the counselling plan was not working. Eight out of the nine pupils would recommend the centre to their friends.

The pupils felt that the Centre had hugely improved their behaviour, confidence, friendships, motivation and transitions. Pupils felt however that there had not been any change in home issues since attending the centre.

The most important benefit that the pupils felt there was with having a Wellness Centre was for someone additional to discuss concerns with and to try and provide solutions for. The least beneficial reason for attending the Centre the pupils felt were for parents to get support for their concerns.

The aspects of the Centre that the pupils felt was the most important was that the Centre helped their attitudes and peer mediation had been very helpful as it fixed problems meant peers understood each other better.

All of the pupils thought that having a Wellness Centre was an important part of school life as they described it as “essential”.

Discussion of findings

Links between data groups and themes associated with iPads

Certain themes emerged from the data that linked the different data groups together. With respect to the iPads, the problem of the pupils arriving at school with the iPad not being fully charged caused stress amongst the pupils and was an issue commented on by the staff as it meant class work was incomplete. On speaking to the IT department about this, it was felt that it was part and parcel of the organisational skills required to be learnt by pupils and it was simply expected that they arrived ready. However if this is causing a detrimental effect on the pupils work and they are of the age whereby some of the responsibility must lie with parents in aiding them to be organised perhaps strategies need to be put into place to aid this stress. It was clear from my discussions with the IT department that iPads could be borrowed if pupils required one however I found through discussions with pupils and teachers this was perhaps not widely known and utilised.

An area of concern that emerged from all the data groups regarding the introduction of the iPad was the effect it had on the pupils' hand writing ability. All data groups believed this had skill had declined but that it should be improved upon. In my discussions with the Senior Management Team of the Junior School it was apparent there was no concrete handwriting scheme of work being used across the school and it was not an area that was being taught fully. This perhaps could be something that should be invested in to run alongside the technology aspect.

An area that was commented on by all data groups was the worry about pace. The pupils were growing up learning an expectation that answers would be just at their fingertips and everything could be completed quickly. This was resulting in pupils becoming frustrated when asked to complete activities away from the iPad and it required a longer amount of time to explain or to find out the answer. The pupils became impatient. This element of learning patience is perhaps something that should and will need to be built into the wellbeing (Houora) lessons.

Issues regarding the lack of use of apps were commented on by both the parent data group and the pupil data group. They were both frustrated at downloading apps that especially required to be paid for and then they found they were only being used once or not at all. Although there seemed to be a tight system on how an app was being recommended for being downloaded by pupils, a review system would need to be activated each year as teachers move year groups requirements may vary.

All data groups commented on the positive impact that the iPad had on pupil motivation. However there were differing opinions regarding homework. Staff felt there had been less of an impact on the homework element with the introduction of iPads but pupils and parents believed the iPads had improved this area of studies. MyKirstin site perhaps helped with this.

Staff data group felt that Maths had been greatly improved with the iPads however parents and pupils felt this was less and rather Literacy had been improved.

An area whereby one group stood alone in concern was the parent data group. They were worried about the social aspect of iPads and the negative impact on the pupils' social skills. Neither the pupils nor the staff commented on this and in my observations at interval and lunch there did not appear to be social skills problems as the iPads were not allowed out of the classroom. When I asked the Wellness Centre there had been no apparent increase in pupils seeking support in friendship issues or social skills concerns since the introduction of the iPads. When teaching iPad related lessons at Kristin, I found that if anything the iPads resulted in the pupils working together more. A few completed research on the iPad, whilst others looked at books and then they shared their knowledge with one another, and another group worked together with the iPad to make a film about the lesson and this was shared with the class. Thus using the iPad had resulted in pupils working together rather than separately with a simple textbook.

An area of concern that was expressed by staff but not parents or pupils was the impact iPads had on sleep patterns and verbal skills. It was suggested that in the early years verbal skills were not as good as they had been prior to the iPad introduction.

Screen time obsession was raised as a concern by parents and was mentioned during discussions with staff. Guidance for parents on this area would be of benefit and the Wellness Centre would be a good resource to utilise in this although currently they have not seen an increase in pupils attending for concerns regarding obsessive behaviour.

Access to inappropriate materials online was mentioned by all data parties with discussions. They felt this needed more guidelines and control and although digital citizenship was being taught and staff had good classroom management skills in this area, the pupils still had access to inappropriate material and could quite easily access this when there could be restrictions in place. Digital Citizenship was very apparent throughout the school. Every classroom had a poster reminding the pupils of the rules and expectations when using the iPad and teachers had strategies to ensure pupils were remaining on course with their work.

Between all the data groups it was evident that iPads were part and parcel of the pupils' daily life and although there were elements to improve on, everyone felt the iPads were of benefit.

Links between data groups and themes associated with the Wellness Centre

All data groups found the Wellness Centre as a positive enhancement to the school. The environment, staff and resources available were of benefit to all.

Both the parents and pupils data group expressed embarrassment about attending and staff also commented on the fact that parents on occasion do not wish pupils to attend for this reason. The Centre do offer contacts for Counselling outside of the school for pupils and parents who wish to distance themselves from the school with this subject.

The staff and the pupils commented on the distance from the Junior School to the Wellness Centre as being an issue. However on speaking to the nurse she felt that attendance to the nurses office had dropped since moving away from the centre and not she was only seeing pupils who genuinely felt unwell whilst previously pupils perhaps attended when they were not really unwell but were able to as it was easy. The counsellors also felt the location of the current Wellness Centre was important as it was

in the middle of the school grounds, whilst a little distance away from the Junior School it was close to the Middle and High school where the majority of the pupils attending were based and it meant on transition from the Junior School to the Middle School the pupils knew where it was and they did not feel as they were going back to the Junior School to attend the Centre.

Staff and pupils commented on the fact of a concern regarding missing class time to attend appointments. Perhaps alternating subjects missed or attending at a lunch would be of benefit. Parents did not comment on this area and were perhaps unaware of disruptions caused by attending or perhaps the parents felt disruptions to lessons was justified to support the pupils.

The staff and parent data group commented on the positive impact the Centre had on supporting home life – especially through the Incredible Years Programme. The pupils rated this impact of the Wellness Centre as being of less importance however this may be because the pupils were unaware of parents attending or that the age the pupils are they are still slightly ego centralised.

Implications and Recommendations

iPads

Through discussions about the initial process of introducing the iPads it was clear that the staff of the Junior School took the change on board whole heartily. They did not already have devices for the pupils and were open to the changes being suggested. Ensuring Junior School staff were involved in the change by being Google Leaders meant that other staff within the Junior School felt on par with them and could seek advice from them. On reflection it was felt that perhaps removing all computers, introducing MacBooks and iPads and giving pupils access to take in their own devices all at one go put great demands on staff and may have benefited from introducing the changes at a slightly slower pace. However unlike the Middle School who wishes to return to the laptops they are accustomed to the change has been for better for the Junior School.

MyKristin was a site which could be accessed by all stakeholders via a secure login system. On the site there was information available for each year group and pupils could access blogs by the teacher and make comments and attach online work. Parents could view work online completed in class and make comments. Staff could use MyKristin to set task for pupils both to complete in school and at home.

The registration process before term starts is of a huge benefit. A week before the schools return for the new academic year the IT and library are available for parents to come and ensure that their devices are set up and running with all apps downloaded correctly. To support the IT department with this task they bring back former pupils who are not studying IT related studies.

There is an online technical help for students called Boast, perhaps this would be of benefit to parents as well.

There is a process that staff must undertake if they wish an app to be added to the pupil wishlist. The class teachers must discuss the app as a year group then present to the year committee – if the app is approved they it will be added to the pupil's wishlist the

week before the holidays end so that the pupils return with it already downloaded. No child therefore should be going home in the middle of a term seeking an app to be downloaded. This wishlist however would perhaps be best reviewed, not only by the staff undertaking the year groups but also by the pupils as to whether the app has been used and is worth downloading in the first place.

As part of the iPad development staff google leaders were identified to support the staff as the move to iPads occurred. These staff are made available to take staff training session as part of staff meetings and as part of year group meetings. All staff have also been trained in operating and utilising the site MyKristin and such elements as googeldocs, gmail and googledrive. Innovation time is available – this is on day 4 when all staff are released for 50 minutes though the use of timetabling specialist to attend year group courses, either internally or externally. Using the innovation time ensures staff are able to work in small groups on topics. However innovation time is not simply IT related it can be other school based topics that require outside speakers such as Autism.

With the introduction of iPads in the Junior School came a change in the library system. The library introduced the system called Overdrive which is an international corporation that is a platform to loan books via online. It is similar to ibooks but it links with the library system. It provides a library in the pupils pockets. Since ebooks have been introduced into the library system there has been no reduction of the amount of printed books requested. Overdrive also links to the local library catalogue. There is an age restriction on Overdrive to ensure pupils are unable to take books which would not be suitable and it is the same login in details as MyKristin which means the pupils year group can be identified. The login page of Overdrive provides samples of books suitable for that year group as prompt to entice pupils in to trying a different book. The books are available to be downloaded via Overdrive which enables the user to change the font size and background colour to suit. This would be of benefit to Dyslexic pupils in particular.

The librarian meets regularly with the year group staff for planning sessions to ensure the library sessions and resources are suitable for the current studies being undertaken in class.

It is through the library system that pupils are able to borrow iPads if there one is broken. The pupils can take the iPad out for up to two weeks and it is logged onto the library account and therefore their iPad loan record can be monitored. As everyone is on Google drive it is not a problem borrowing an iPad as information created on the iPad can be saved onto Google drive. To support this every pupil from Kindergarten to Senior has an email address and googeldrive but younger pupils are just not told what their email address is.

The library system is very involved in the start of session registration process. As well as the IT department being available the week prior to returning to school the Library staff are as well. The library staff are available to meet each family on a one to one basis explaining the best apps for reading and research and how best to utilise MyKristin. The families will be shown the library catalogue through their iPad within MyKristin.

Mackinvia, which is a multi loan system is of benefit for the school as it increases the amount of audio books in particular that can be made available to pupils.

A comparison between reading ages before and after the iPad introduction would be of benefit as it could highlight whether the introduction of ebooks has increased the reading level of the pupils or if in fact the pupils are busy using the iPad for other reasons rather than reading.

Overuse of the iPad has to be carefully monitored. There must be insurances that all styles of learners are being catered for.

Studies on verbal communication and friendship skills would be of benefit to see whether the introduction of iPads has had an impact on a decline in these areas are of a concern to both staff and parents.

A repetition of a parents evening session detailing how best to support the pupils with their iPads may be of benefit including tips such as ensuring that charging of iPads happen overnight in a centre location so that the pupils can't access their iPads and therefore reduce the lack of sleep due to playing on the iPad concern.

It was commented on about the concern regarding verbal skills not being as good as they could be, especially in the early years. This is perhaps something that needs to be addressed and support provided in the early years for intervention to aid this situation. Speech and Language therapy tracking and Support for Learning input within this area needs to be tracked.

Tips from Kristin included that iTunes accounts are set up using a Gmail account for pupils and not via their parents iTunes account otherwise during class time the pupils could be obtaining messages meant for their parents. However a school email account should not be used as if they use this account they will lose their apps when they leave school and the email account is shut down. Pupils should have a photograph of themselves as their lock screen to reduce confusion of location of the owner if an iPad is found. There is also a need to be careful of AirDrop as with Bluetooth this doesn't need to go through the school system.

Wellness Centre

The clear benefits of the Wellness Centre are the fact that there is someone else for all stakeholders to go and speak to. The centre provides strategies and ideas on how to move aspects forward. There are resources and connections that can be accessed for example the Counsellors can be brought in just for advice or for large scale presentations such an anti-bullying assembly.

Having all of the services (nurse, attendance officer, chaplain and counsellor) under one roof enabled the services to connect with one another, for example if a pupil is continually attending the nurse and the nurse suspects the reason the pupil is feeling unwell is due to anxiety then the nurse is able to discuss the case with the Counsellor

and at times is able to invite them into the consultation and vice versa. This includes the possibility of giving religious support via the chaplain.

Having the attendance officer in Wellness Centre ensures continuity between pupils being sent home ill and sibling absences.

The centre is also open to staff – offering counselling services, massage and medical services. There is a strong link between the Deputy Head of Pastoral Care within the Junior School and the Wellness Centre with a meeting occurring every 2 weeks.

It is interesting to note the detail that has been thought of in the design of the Wellness Centre. The Centre is painted in brown wood which means it stands out against the white wood of the rest of the buildings. It therefore appears to have the same design as the rest of the school but is a separate area as well. Having one way windows on the doors of the entrance ensures pupils looking in from the pavement cannot see pupils waiting to be seen. The rooms are decorated in a non threatening way including having Dr Seuss quotes on the wall. The medical rooms are laid out in a way to ensure privacy but also age appropriateness as there is sick bay for the Junior pupils and one for the Senior pupils.

An area that perhaps should be looked at further is the tracking of reasons why the pupils are attending the Wellness Centre. This would result in identification of patterns within year groups or issues.

A link between the iPad introduction and the Wellness Centre would be the concern regarding an obsession with screen time. Both Kristin parents and Sharon the deputy head commented on this concern as is the issue of parents using the iPad as a reward or a sanction when in fact they are required for school work. This is perhaps something the Counselling team could include as part of the Incredible Years programme – giving parents support in ensuring it does not become obsessive but perhaps also as the Health and wellbeing Mental and Emotional lessons have been devised by the Wellness team of staff lessons on this topic could be included in their programme of work on Mindfulness and resilience.

Concern was raised regarding the timetabling of Counselling sessions and pupils missing class or being seen having to leave a lesson to attend. Would it be possible to timetable such sessions into lunchtimes so that is less obvious that the pupils are attending as they may leave the playground to attend a club anyway?

All data groups rated the Wellness Centre as not making a huge improvement for new students. Perhaps the strategies that the school have already in place result in pupils not requiring support however it may be the case that this is an untapped resource and could actually enhance the transition period for the pupils.

Conclusion and Reflections

Researching the international element has been fascinating. Having the opportunity to discuss with colleagues from another country and educational system was enlightening as was the opportunity to meet parents, pupils, and other committed staff members. I am very grateful to everyone who assisted me in this part of my research.

The aim of this research project was to investigate how Kristin School introduced and are utilising iPads within the Junior School and to examine the impact the Wellness Centre has had on the Health and wellbeing of the Kristin Community.

The investigation of how Kristin School introduced and utilised iPads resulted in me gaining advice and suggestions on how best this is addressed and included getting ideas such as the registration process at the beginning of the year. Being able to observe lessons using the iPad as a tool to learning and then going on and teaching lessons using the iPads meant I gained a far greater understanding of how best these tools can be used to enhance learning further. Seeing the broader benefit in iPads such as helping students with English as a second language through gaining support from translation apps was also an interesting element that I had not considered. Seeing also how the school has embraced the iPad technology such as the green screen room was enlightening. Gaining sponsorships from major companies to enhance technology resources further only benefits the pupils and ensures the iPads are being used for more than just research tools and a device to play games on.

It was clear through my investigations that the Wellness Centre had impacted in a positive way the Health and wellbeing of the Kristin Community. The resources available for all stakeholders were impressive and everyone viewed the centre in a very positive light. Having the centre at their fingertips meant support, advice and resources were available to everyone at a moment's notice rather than having to rely on local service which may result in delays due to waiting lists and therefore situations may develop due to the lack of support available. Being open to the parents via the Incredible Years Programme meant the barrier to discussions with the parents on difficult conversations was broken down a little.

Due to the IB Curriculum the Wellness Centre only provided support with the Houora lessons as other Health and wellbeing subjects such as the systems within the body are covered as part of the Inquiry lessons and topics. The Houora lessons plans had been drawn up by one of the counsellors and one of the teachers linked both to the Wellness Centre and the chaplain. However resources and contacts available through the Wellness Centre could be utilised further to enhance the learning within these subjects too and thus impact on the health and wellbeing of the Kristin School community even further.

Moving forward from this research project I have returned to Robert Gordon's College enlightened and reinvigorated not only to embrace the changes that will occur as iPads and other new technologies are introduced in the education system but also with an understanding that in today's fast paced environment there still requires time for pupils, parents and staff to gather their thoughts and have someone they can turn to for support. Having the opportunity to travel to the other side of the world, meet and stay with leading educational experts and observe a different educational system has enabled me to grow as an individual and as a professional. Thus I would hope to take what I have learnt from this experience to enhance my teaching and how best I can support Robert Gordon's College as we move forward teaching the next generation.

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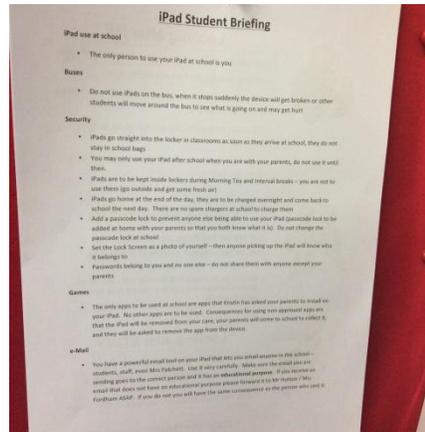
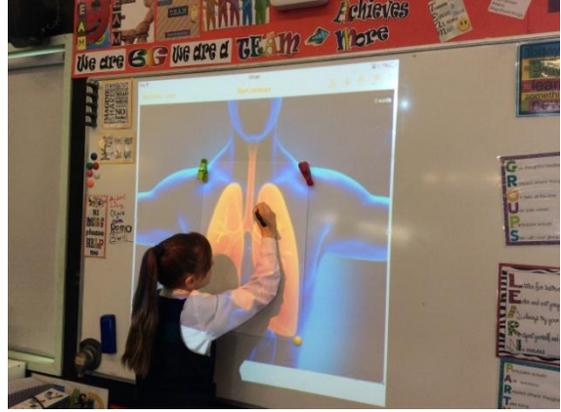
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Appendix 1 Observation

Date	
Class	
Theme of lesson	
Delivered by	
Lesson activity	
Resources required	
Who used the iPads?	

What did they do on the iPads?	
During the lesson how long were the iPads used?	
How did the class teacher organise the use of iPads and manage them during the lesson?	
Interesting points arising from the lesson	
Comments resulting from lesson	

Appendix 10



Appendix 2

Dear Parent,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kristin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 and undertaking research in Kristin School to investigate how I-Pads have been introduced into the Primary School and how Kristin School utilises the Wellness Centre. It is in this context that I seek your co-operation. I would like to interview your child as a group about the impact introducing I-Pads have had on their learning and if they use the Wellness Centre how they use it and how supportive they find it. The interview will be taped and most of the questions relate to your child's own personal views. Pupils have been selected either randomly for the I-Pad research or because they have used the Wellness Centre. 5 students have been selected from each year. The Students will be interviewed as a group, one group for the I-Pad research and one for the Wellness Centre research.

My research project complies with the Scottish Educational Research Association Ethics guidelines. All answers will be treated confidentially and the responses will remain anonymous. However any issues that arise regarding child protection or criminality have to be treated as such.

Your child will receive their own information about the research and with your consent, your child will be asked for their own informed consent in order to comply with the Scottish Education Research Association Ethics guidelines. I will also be complying with the United Nations Convention for the Rights of the Child. At no time will individuals or individual responses be identified within the paper.

I must stress that if you choose to allow your child to be interviewed you are free to withdraw your support at any time during the research project. The research will form a paper I am writing which when completed will be circulated to all the GAIL schools.

If you agree to participate I would appreciate if the enclosed copy could be signed and returned to the Junior School reception by Friday 26th June 2015.

If you have any questions please do not hesitate to contact me on s.jamieson@rgc.aberdeen.sch.uk

Thanking you for your co-operation and assistance.

Miss S.P. Jamieson

Childs Name _____ Class _____

I acknowledge receipt of your proposal to interview my child as part of Miss Jamieson's GAIL Research and give consent for this.

Signature of Parent _____ Date _____

Appendix 3 Interview Questions I-Pad

The following questions will be asked by me and the responses from the interviewees will be recorded then transcribed by me. Questions may be rephrased for younger interviewees – i.e examples may be given to help with understanding of the questions

Question 1

Do you enjoy using an I-Pad as part of your school day?

Yes/No

Why do you feel like that?

Question 2

Do you think using I-Pads has helped you learn in a more helpful way?

Yes /No

Why do you feel like that?

Question 3

Is there anything you dislike about I-Pads?

Yes/No

If yes what is it you dislike?

Question 4

How do you feel about using the I-Pad?

I will now show you a number of statements. Please tell me the statements that best describe your feelings and if possible give me a short explanation as to why you have made these choices.

Feelings

- a) Easy to use
- b) Difficult to use
- c) Confident in using
- d) Still anxious in using the I-Pad
- e) Still not sure
- f) Want to use the I-Pad more
- g) Prefer not to use it
- h) Find using it stressful

Question 5

What has been the change – if any – following the introduction of iPads?

Each statement will be asked and response noted

	A huge improvement	An improvement	No change	A negative change
a) Supporting you to feel more confident in class	1	2	3	4
b) Supporting you to raise your motivation – now more confident	1	2	3	4
c) Supporting you in Math's lessons	1	2	3	4
d) Supporting you in Literacy lessons	1	2	3	4
e) Supporting you in completing your homework	1	2	3	4
f) Enabling you to get your work completed on time	1	2	3	4
g) Using eBooks for either research or pleasure	1	2	3	4
h) Using the I-Pad for online research	1	2	3	4
i) Supporting you for reflection and digital portfolio	1	2	3	4
j) Sharing work with family and friends	1	2	3	4

Question 6

What are your favourite apps (if any) in the following subjects?

- Maths
- Literacy (English)
- PYP Inquiry (Social Studies, Science, Personal and Social Education)
- Languages (Mandarin Chinese, Maori)
- Arts (Music, Drama, Visual Art, Dance)
- Physical Education
- Other

Question 7

How does the school use I-Pads?

Question 8

Do you feel supported for getting connected onto the network

Question 9

How easy is it to print from I-Pads?

Question 10

How easy is it to connect to Apple TVs?

Question 11

How have you found loading the Apps you need?

**End of the interview.
Thank you very much for you co-operation.**

Miss Jamieson

Appendix 4 Interview Questions Wellness Centre

The following questions will be asked by me and the responses from the interviewees will be recorded then transcribed by me. Questions may be rephrased for younger interviewees – i.e examples may be given to help with understanding of the questions

Question 1

Have you attended the Wellness Centre?

Yes /No

If no then thank you. That is the end of the interview.

If yes could you please tell me why you attended the Centre for example have you been to visit the nurse or the Counsellor?

Question 2

Do you feel happier/ better/more relaxed because you have had support from the Wellness Centre?

Yes/ No

Why do you feel like that?

Question 3

Is there anything you dislike about attending the Wellness Centre?

Yes/No

If yes what is it that you dislike about attending?

Question 4

How do you feel about the Wellness Centre?

I will now show you a number of statements. Please tell me the statements that best describe your feelings and if possible give me a short explanation as to why you have made these choices.

Feelings

- a) The staff are helpful
- b) I feel embarrassed in attending
- c) I am now more confident
- d) I am now less anxious
- e) I do not feel any better after visiting
- f) I will return
- g) I feel better after attending
- h) I would recommend the Centre to my friends

Question 5

I would like you to think if there has been an improvement or in fact a negative change since attending the Wellness Centre with the help of the following statements.

Each statement will be asked and response noted

	A huge improvement	An improvement	No change	A negative change	
a) Supporting you to improve or understand your behaviour	1	2	3	4	
b) Supporting you to raise your confidence	1	2	3	4	
c) Supporting you to raise your motivation	1	2	3	4	
d) Supporting you with friendship issues including playground issues	1	2	3	4	
e) Supporting you during transition from one year group to another	1	2	3	4	
f) Supporting you in completing your School work	1	2	3	4	
g) Supporting you with home issues such if someone close to you has sadly died or if your parents have divorced. This may have happened either to you or one of your fellow classmates	1	2	3	4	N/A

Question 6

Which of the following do you think is the greatest benefit of having a Wellness Centre?

Please rank the benefits detailed below between – 1 being the greatest benefit in having a Wellness Centre and 5 being the least beneficial reason. Each number can only be used once. If possible please provide a short explanation as to why you have made these choices.

Benefits

- a) Someone additional to discuss concerns with and to try and provide solutions for those concerns
- b) Someone for you to discuss your concerns about school/home life other than your teacher
- c) Someone to support your parents with their concerns
- d) Support for new pupils
- e) Someone to offer advice that is not your teacher

Question 7

Is there anything else you would like to mention regarding the Wellness Centre?

**End of the interview.
Thank you very much for your co-operation.**

Miss Jamieson

Appendix 5



Dear Pupil,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kirstin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 and I am undertaking research in Kristin School to investigate how I-Pads have been introduced into your School and how Kristin uses the Wellness Centre.

This research project is like having homework and I was wondering if you could help me with it. I would like to ask you a few questions about how you have found the introduction of I-Pads and if you have used the Wellness Centre. Your thoughts and ideas are important to me.

My research project will be checked by your teacher to make sure everything I am asking you is correct. When I write up your answers to the questions I will not use your name so no-one will know what answers you have given. However if an answer you gave does worry me, if for example someone may be in danger or might be in trouble, then I may have to tell your Head teacher.

I must stress that if you choose to help me you are free to say you no longer want to help me at any time whilst the research project is being completed. I will also be asking your parents permission to speak to you.

If you have any questions please do not hesitate to ask.

Thank you for helping me.

Miss Jamieson

Appendix 6 – I-Pads

Dear Colleague,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kristin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 undertaking research in your school to investigate how I-Pads have been introduced into the Primary School. It is in this context that I seek your co-operation. The survey seeks to record your own personal views. I may be required to interview you regarding some additional questions. I have requested your name on the questionnaire for this reason however at no time will individuals or individual responses be identified. If however you do not wish to be interviewed that is entirely your choice and you are still free to complete the questionnaire.

My research project complies with the Scottish Educational Research Association Ethics guidelines.

I must stress that if you choose to complete this questionnaire you are free to withdraw your support at any time during the research project. This will apply to all those taking part in the interviews.

The research will form a paper I am writing, which when completed, will be circulated to all the GAIL schools.

I would appreciate if questionnaires could be returned to the Junior School Reception by Friday 26th June 2015.

If you have any questions please do not hesitate to contact me on s.jamieson@rgc.aberdeen.sch.uk.

Thanking you for your co-operation and assistance.

Susan Jamieson

Question 1

Which stage are you working in at present?

Please put a cross (X) in one box.

Kindergarten

Year 1-2

Year 3-4

Year 5-6

Question 2

Do you enjoy using the I-Pad as part of your lessons?

Please put a cross (X) in one box.

Yes

No

Because

Question 3

Do you think there has been a positive impact on your teaching using the I-Pads?

Yes

No

Because

Question 4

Has there been any negative issues with the introduction of the I-Pads?

Yes

No

Because

Question 5

How do you feel about using the I-Pad whilst teaching?

Tick () the box or boxes that best describe how you feel about using the I-Pad whilst teaching. You may wish to write a short explanation as to why you have made these choices.

Address issues	Tick appropriate box/boxes – if any	Comment
a) Knowledgeable in the use of I-Pads		
b) Confident		
c) Anxious		
d) Committed		
e) Concerned		
f) Stressed		
g) Uncomfortable		

Question 6

I would like you to think if there has been an improvement or in fact a negative change since the introduction of I-Pads with the help of the following statements.

Please **circle the appropriate number** for each question

	A huge improvement	An improvement	No change	A negative change
a) Supporting your class to improve their behaviour	1	2	3	4
b) Supporting your class to raise their self esteem	1	2	3	4
c) Supporting your class to raise their motivation	1	2	3	4
d) Supporting your class in their Math's lessons	1	2	3	4
e) Supporting your class in their Literacy lessons	1	2	3	4
f) Supporting your class in completing their homework	1	2	3	4
g) Enabling your class to get their work completed on time	1	2	3	4
h) Supporting you in your teaching	1	2	3	4
i) Supporting you in your preparation for lessons	1	2	3	4

Question 7

What are your favourite apps to use (if any) in the following subjects?

Subject	Apps
Maths	
Literacy (English)	
Languages (Mandarin Chinese, Maori)	
PYP Inquiry (Social Studies, Science, Personal and Social Education)	
Arts (Music, Drama, Visual Art, Dance)	
Physical Education	
Others	

Question 8

What is required to ensure the smooth operation of I-Pads in class?

Question 9

Have you had sufficient training in the introduction and use of I-Pads?

Yes

No

If yes which was the most useful development opportunity? If no what would have been beneficial to you?

Question 10

Would you have changed anything about how the school introduced the use of I-Pads ?

If yes please complete the box below. No please tick this box.

Completed by _____

(I am asking for your name so that if you wish to terminate your interest in the project I am able to withdraw your return. At no time will your name be mentioned in the study)

**End of the questionnaire.
Thank you very much for you co-operation.**

Susan Jamieson

Appendix 7 – Wellness Centre

Dear Colleague,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kirstin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 undertaking research in your school to investigate how Kristin School utilises the Wellness Centre. It is in this context that I seek your co-operation. The survey seeks to record your own personal views. I may be required to interview you regarding some additional questions. I have requested your name on the questionnaire for this reason however at no time will individuals or individual responses be identified. If however you do not wish to be interviewed that is entirely your choice and you are still free to complete the questionnaire.

My research project complies with the Scottish Educational Research Association Ethics guidelines.

I must stress that if you choose to complete this questionnaire you are free to withdraw your support at any time during the research project. This will apply to all those taking part in the interviews.

The research will form a paper I am writing, which when completed, will be circulated to all the GAIL schools.

I would appreciate if questionnaires could be returned to the Junior School reception by Friday 26th June 2015.

If you have any questions please do not hesitate to contact me on s.jamieson@rgc.aberdeen.sch.uk

Thanking you for your co-operation and assistance.

Susan Jamieson

Question 1

Which stage are you working in at present?

Please put a cross (X) in one box.

Kindergarten Year 1-2 Year 3-4 Year 5-6

Question 2

Have any of your pupils attended the Wellness Centre for Counselling?

Please put a cross (X) in one box.

Yes

No

Because

If no then thank you, that is the end of the Questionnaire.

Question 3

Do you think there has been a positive impact on your pupils because they have had support from the Wellness Centre?

Yes

No

Because

Question 4

Has there been any negative issues with attending the Wellness Centre?

Yes

No

Because

Question 5

How do you feel about your pupils using the Wellness Centre and what they do to support the pupils there?

Tick (✓) the box or boxes that best describe how you feel about your pupils using the Wellness Centre. You may wish to write a short explanation as to why you have made these choices.

Address issues	Tick appropriate box/boxes – if any	Comment
a) Knowledgeable		
b) Confident		
c) Anxious		
d) Committed		
e) Concerned		
f) Stressed		
g) Uncomfortable		

Question 6

I would like you to think if there has been an improvement or in fact a negative change since your pupils attended the Wellness Centre with the help of the following statements.

Please **circle the appropriate number** for each question

	A huge improvement	An improvement	No change	A negative change
a) Supporting your pupils to improve their behaviour	1	2	3	4
b) Supporting your pupils to raise their self esteem	1	2	3	4
c) Supporting your pupils to raise their motivation	1	2	3	4
d) Supporting your pupils during transition stages	1	2	3	4
e) Supporting your pupils in completing their School work	1	2	3	4
f) Supporting your pupils with home issues such as bereavement or divorce, if that occurred either to them or one of their fellow classmates	1	2	3	4
g) Supporting your pupils with friendship issues including playground issues	1	2	3	4
h) Supporting you in your teaching	1	2	3	4
i) Supporting you in dealing with difficult situations such as bereavement and divorce	1	2	3	4 n/a

Question 7

Which of the following do you think would be of a benefit of having a Wellness Centre?

Please rank the benefits detailed below between – 1 being the greatest benefit in having a Wellness Centre and 5 being the least beneficial reason. Each number can only be used once. If possible please write a short explanation as to why you have made these choices.

Benefits	Rank	Comment
a) Someone additional to discuss concerns with and to try and provide solutions for those concerns		
b) Someone for your pupils to discuss their concerns about school/home life other than you		
c) Someone to support the pupils parents with their concerns		
e) Support new pupils		
f) Someone to offer advice to you about certain situations		

Question 8

Is there anything else you would mention regarding the Wellness Centre?

If yes please complete the box below. No please tick this box.

Completed by _____

(I am asking for your name so that if you wish to terminate your interest in the project I am able to withdraw your return. At no time will your name be mentioned in the study)

End of the questionnaire.

Thank you very much for you co-operation.

Susan Jamieson

March 2015

Appendix 8 I-Pads

Dear Parent,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kristin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 undertaking research in Kristin School to investigate how I-Pads have been introduced into the Primary School. It is in this context that I seek your co-operation. The survey seeks to record your own personal views on the introduction of I-Pads to Kristin School.

My research project complies with the Scottish Educational Research Association Ethics guidelines.

I must stress that if you choose to complete this questionnaire you are free to withdraw your support at any time during the research project. The research will form a paper that I am writing, which when completed will be circulated to all the GAIL Schools.

I would appreciate if questionnaires could be returned to the Junior School reception by Friday 26th June 2015.

If you have any questions please do not hesitate to contact me on s.jamieson@rgc.aberdeen.sch.uk

Thanking you for your co-operation and assistance.

Miss S. P. Jamieson

Question 1

Which stage is your child in at present?

Please put a cross (X) in one box.

Kindergarten Year 1-2 Year 3-4 Year 5-6

Question 2

Does your child enjoy using the I-Pad as part of his/her lessons?

Please put a cross (X) in one box.

Yes

No

Because

Question 3

Do you think there has been a positive impact on your child's learning using I-Pads?

Please put a cross (X) in one box.

Yes

No

Because

Question 4

Has there been any negative issues with the introduction of I-Pads?

Please put a cross (X) in one box.

Yes

No

Because

Question 5

How do you believe your child feels about using the I-Pad for their education?

Tick (✓) the box or boxes that best describe how you believe your child feels using their I-Pad. You may wish to write a short explanation as to why you have made these choices.

Address issues	Tick appropriate box/boxes – if any	Comment
a) Easy to use		
b) Difficult to use		
c) Now confident in using it		
d) Still anxious in using it		
e) Still not sure		
f) Wants to use it more		
g) Prefers not to use it		
h) Finds using it stressful		

Question 6

Using the statements below consider if there has been an improvement or in fact a negative change since the introduction of I-Pads for your child.

Please **circle the appropriate number** for each question

	A huge improvement	An improvement	No change	A negative change
a) Supporting your child to increase their confidence	1	2	3	4
b) Supporting your child to raise their motivation	1	2	3	4
c) Supporting your child in their Math's lessons	1	2	3	4
d) Supporting your child in their Literacy lessons	1	2	3	4
e) Supporting your child in completing their homework	1	2	3	4
f) Enabling your child to get their work completed on time	1	2	3	4

Question 7

What are your child's favourite educational apps (if any) to use in the following subjects?

Subject	Apps
Maths	
Literacy (English)	
Languages (Mandarin Chinese, Maori)	
PYP Inquiry (Social Studies, Science, Personal and Social Education)	
Arts (Music, Drama, Visual Art, Dance)	
Physical Education	
Others	

Question 8

Are you of the opinion that the introduction of I-Pads has been a beneficial or retrograde step?

Question 9

Does your child manage to print from I-Pads and easily connect to the network and devices?

Question 10

Does your child use eBooks and find them useful?

Question 11

Are you aware of your child using the I-Pads for research, student reflection and digital portfolio? If so have you found this to be of benefit for your child and you?

Question 12

Since using I-Pads have you found it easier to see the work they are completing both in and out of class?

Question 13

Would you have changed anything about how the school introduced the use of I-Pads ?

If yes please complete the box below. No please tick this box.

Completed by _____

(I am asking for your name so that if you wish to terminate your interest in the project I am able to withdraw your return. At no time will your name be mentioned in the study)

**End of the questionnaire.
Thank you very much for you co-operation.**

Miss S Jamieson

Appendix 9 Wellness Centre

Dear Parent,

I am currently a Principal Teacher at Robert Gordon's College Junior School in Aberdeen, Scotland, U.K. This is a leading Independent school who have formed a link with Kristin School as part of a Global Alliance for Innovative Learning. Through GAIL I will be visiting Auckland in July 2015 undertaking research in school to investigate how Kristin utilises the Wellness Centre. It is in this context that I seek your co-operation. The survey seeks to record your own personal views on the Wellness Centre at Kristin School.

My research project complies with the Scottish Educational Research Association Ethics guidelines.

I must stress that if you choose to complete this questionnaire you are free to withdraw your support at any time during the research project. The research will form a paper that I am writing, which when completed will be circulated to all the GAIL Schools.

I would appreciate if questionnaires could be returned to the Junior School reception by Friday 26th June 2015.

If you have any questions please do not hesitate to contact me on s.jamieson@rgc.aberdeen.sch.uk

Thanking you for your co-operation and assistance.

Miss S Jamieson

Question 1

Which stage is your child in at present?

Please put a cross (X) in one box.

Kindergarten Year 1-2 Year 3-4 Year 5-6

Question 2

Why does/has your child attended the Wellness Centre?

Question 3

Do you think there has been a positive impact on your child because they have had support from the Wellness Centre?

Yes

No

Because

Question 4

Has there been any negative issues with your child attending the Wellness Centre?

Yes

No

Because

Question 5

Have you attended the Wellness Centre, either with your child or by yourself?

Yes

No

Because

Question 6

If you have attended parent training or guest speaker presentations has this been of benefit to you?

Yes

No

Because

Question 7

If you answered yes in the previous question which parent training session or guest speaker presentation did you find most useful?

Question 8

Is there a subject that could be included in a future parent training session or guest speaker presentation?

Question 9

How do you feel about either going to the Wellness Centre yourself or for your child to attend?

Please tell me the word or words that best describe your feelings and if possible give me a short explanation as to why you have made these choices.

Feelings	Decision	Comment
a) Aware of procedures and techniques		
b) Embarrassed		
c) Confident		
d) Anxious		
e) It is helpful		
f) Committed		
g) Concerned		
h) Stressed		

Question 10

I would like you to think if there has been an improvement or in fact a negative change for your child since attending the Wellness Centre with the help of the following statements.

Please **circle the appropriate number** for each question

	A huge improvement	An improvement	No change	A negative change
a) Supporting your child to improve or understand their behaviour	1	2	3	4
b) Supporting your child to raise their confidence	1	2	3	4
c) Supporting your child to raise their motivation	1	2	3	4
d) Supporting your child with friendship issues including playground issues	1	2	3	4
e) Supporting your child during transition stages	1	2	3	4
f) Supporting your child in completing their School work	1	2	3	4
g) Supporting your child with home issues such as bereavement or divorce, if that occurred either to them or one of their fellow classmates	1	2	3	4
h) Supporting the relationship between your child and yourself	1	2	3	4

Question 11

Which of the following do you think would be of greatest benefit of having a Wellness Centre?

Please rank the benefits detailed below between – 1 being the greatest benefit in having a Wellness Centre and 5 being the least beneficial reason. Each number can only be used once. If possible please write a short explanation as to why you have made these choices.

Benefits	Rank	Comment
a) Someone additional for pupils to discuss concerns with and to try and provide solutions for those concerns		
b) Someone for pupils to discuss their concerns about school/home life other than their teacher		
c) Someone to support you with your concerns regarding your child		
e) Support for new pupils		
f) Someone to offer advice to the teachers on how to deal with certain situations		
g) Parent training sessions		
h) Health and wellbeing guest speaker presentations		
i) On site medical support		

Question 12

Is there anything else you would mention regarding the Wellness Centre?

If yes please complete the box below. No please tick this box.

**End of the questionnaire.
Thank you very much for you co-operation.**

Miss S Jamieson