

# EDISON PRIMARY SCHOOL

Warsaw, Poland



## TODAY

Upon entering one of our classrooms, you will see groups of students discussing and working with commitment. iPads, QR codes, laptops, Kahoot, webquest etc. - these are the tools with which we support traditional education. Some teachers, having autonomy in the selection of teaching tools, use iPads more often. We are mentors and we motivate our students to think critically by asking, "What do you think about it?", "Why do you think so?", "What are the results?", "How does it affect others?" Thus, we allow students to work independently in small groups and share their results using Air-Drop or Air-Play. The last months of online learning have shown us how successively introduced technology has made it easier for students to find themselves in new settings.

## VISION

Since 2016, we have been successively implementing the vision of creating a place that supports students and prepares them for life in a future world that does not exist yet. We help develop the skills needed for the future and prepare students to face the challenges of the modern world. Teachers integrate Challenge Based Learning (CBL) and Problem Based Learning (PBL) models throughout their lessons. Our students gain knowledge by participating in projects and experiments, creatively and independently speaking on matters of global importance (ecological projects) as well as local (e.g. organizing a petition to change the Friday school menu). In this way, students develop critical thinking and teamwork skills while using their individual talents.

[Meet our staff and students](#)

[See what others have written about us](#)

## LEARNING IN PRACTICE

- [Check out one of our science lessons](#)
- [Check out one of the lessons where the Clips was used](#)
- [Check out one of the lessons where the GarageBand was used](#)
- [See how students teach students with the help of iPad](#)
- [See how students measure and describe physical phenomena](#)
- [See how a programming lesson looks like](#)
- [See how we use AR](#)
- [Check out one of the lessons where the Keynote was used](#)
- [See how GarageBand replaces an entire orchestra](#)

## SCHOOL DURING COVID

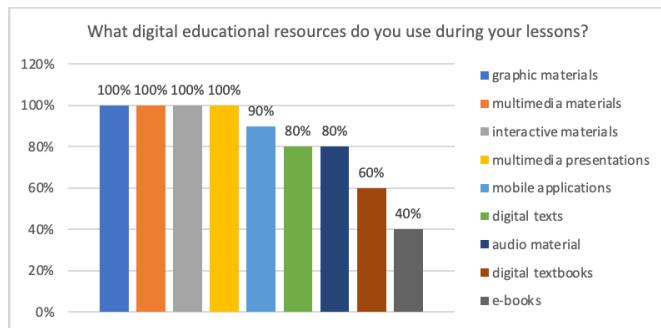
- [See how we handled the assembly during Covid.](#)
- [See how schools managed during the lockdown period.](#)
- [See how our parents and students assessed us during the lockdown period.](#)

# LEARNING

As a school we quickly understood the potential of new technology. We have replaced traditional lessons with interdisciplinary classes using Apple technology, during which students work on projects involving socially important issues (e.g. humanitarian aid, the impact of advertising, protection of the natural environment etc.). They present the knowledge they have acquired to the rest of the school community. This allows pupils to find meaning in their research. They see that what they learn and share has a meaning and impact on others, and in practice, we show students the possibilities of learning with iPads. We help them formulate goals, describe discoveries, selectively use sources of information and collaborate in small task groups thanks to the Classroom application.

# SUCCESS

The implementation of the school's vision with iPad devices is a continuous process that we constantly monitor and improve, e.g. through regular surveys of teachers, students and parents. Our research is completed by audits carried out by specialists from outside the school. Teachers notice the measurable effects of quantitative research, but also attach great importance to reflective practice in the action research model. It is a way of improving the teacher's approach as a response to the individual needs of students. Research shows that Edison students learn in a variety of innovative ways. During lessons, all teachers use graphic materials (e.g. illustrations, tables, diagrams, photos), multimedia materials (e.g. films, animations), interactive materials (e.g. exercises, games, quizzes) and multimedia presentations. iPad mobile applications, digital texts (e.g. articles, short information, quotes) and audio materials (e.g. recordings, radio plays) are also used frequently. Some teachers also use digital textbooks and e-books.

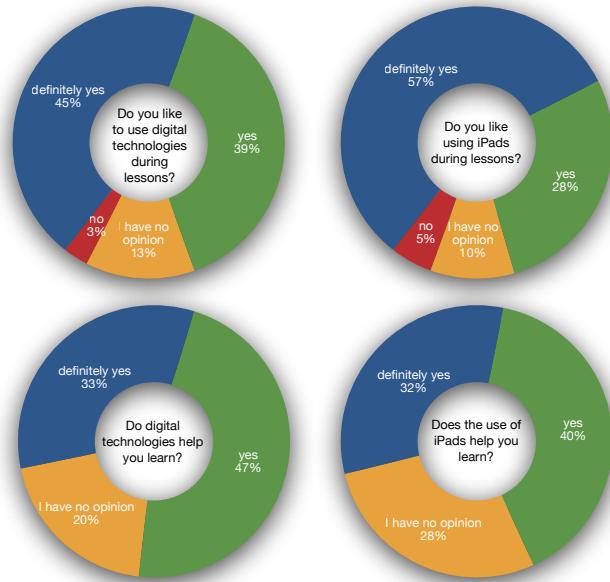


The introduction of iPad technology has changed our educational space. Today, the school playground and garden provide new opportunities to conduct experiments and acquire knowledge in an innovative way (e.g. thanks to augmented reality). Regardless of the place, our students are free to collaborate by contacting each other and teachers via messaging, using the Schoolwork and Librus platforms. By using AirDrop and AirPlay during lessons, they can easily share their work with classmates. When studying at home, they use multimedia materials published on Schoolwork, Teams and iTunesU platforms. Thanks to this, they have constant access to the content discussed during lessons, ensuring the implementation of the 'Learning Everywhere' concept, which is important to us.

Students emphasize that they are most willing to create their own content - presentations based on self-retrieved information, recording videos, creating quizzes, and programming in Scratch. When asked about teaching through digital technologies (84%) and iPads (85%), the vast majority of students admitted that they liked such lessons, and 80% noticed that technology helps them learn.

Similarly, 82% of surveyed parents positively assessed the introduction of iPad devices to the educational process. This result is important to us because one of our challenges in recent years has been trying to convince parents of our iPad-based teaching concepts.

 [See how parents and students rate our digital education](#)



## WHAT'S NEXT

In just a few years, we managed to build a teaching model using iPad 1: 1 devices. Our work has tangible results, but we still want to develop and improve moving forward. What else awaits us?

2021/22 school year

2022/23 school year

We intend to implement out-of-school space significantly. During outdoor nature lessons, students will conduct experiments, observe and research natural phenomena, as well as analyze and report on them. Therefore, specialized laboratories, additional sensors, measurement tools or 3D printers will be helpful as support in the independent design and implementation of applications and programs by students. Such an organized work environment will allow pupils to deepen their key skills, thus increasing the involvement of students, allowing them to take responsibility for their own learning.

Thanks to the opening of the Edu-Lab laboratory, a modern meeting space will be created that will connect the school and the local community. Students, teachers, parents and educators from local schools will be able to meet, develop and create new solutions in response to global problems, basing them on the use of technology.

In the coming years, we will continue to develop students' critical thinking skills, cooperation skills and awareness of the impact that they have on the environment, so that they feel satisfied with working on their own development. For this purpose, we will equip our laboratories with additional equipment to conduct experiments both at school and remotely. It is also a good time to invite the local community to help create history together. Research and concern for the future of our students will always remain the basis of the development of our school.