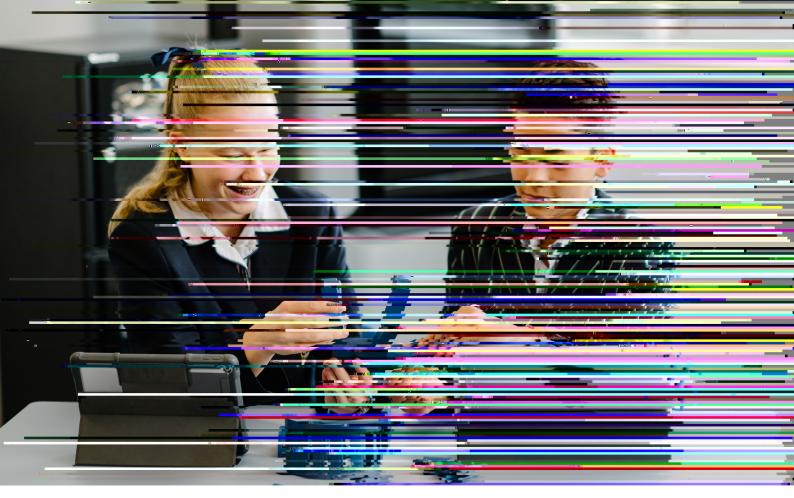
- YouTube was created in February 2005 and today 100 hours of video are uploaded to YouTube every minute
- The first iPad was released on 3 April 2010

In the past, teachers gave life to learning for generat ons of students by designing the learning environments of their classrooms. However, they were operat ng in an environment of scarcity that would make today's teachers cringe. As the availability and accessibility of informat on increase, this new economy of informat on is transforming the pract ce of teaching and the roles of both teacher and student.

A rapid series of relat vely recent events has changed the educat onal landscape forever:

- Google became a public company in 2004 af er being founded in 1998
- Wikipedia was formally launched on 15 January 2001 and gained its one-millionth art cle in 2006

In his book Visible Learning and the Science of How We Learn, John Hat e wrote: "It is possible to sit in a classroom, away from its focal centre, cause lit le disturbance, and virtually never be not ced. Observat onal studies have suggested that this is not an uncommon experience. So of en, students seem to come to school to watch teachers working."



No longer do our students come to school to watch teachers working. They come to learn, to find inspiration, to work together, to acquire skills, to build character, to develop into well-rounded individuals.

At St Leonard's College, STL Link has transformed the delivery of content and enabled our teachers to collaborate to design the very best online learning opportunit es. Students are able to watch and learn from embedded videos, images and documents both in the classroom and beyond it. The passive watcher has become an act ve learner who can explore curriculum content, develop their own media rich content to share with their peers, and explore what is quite literally a world of learning material.

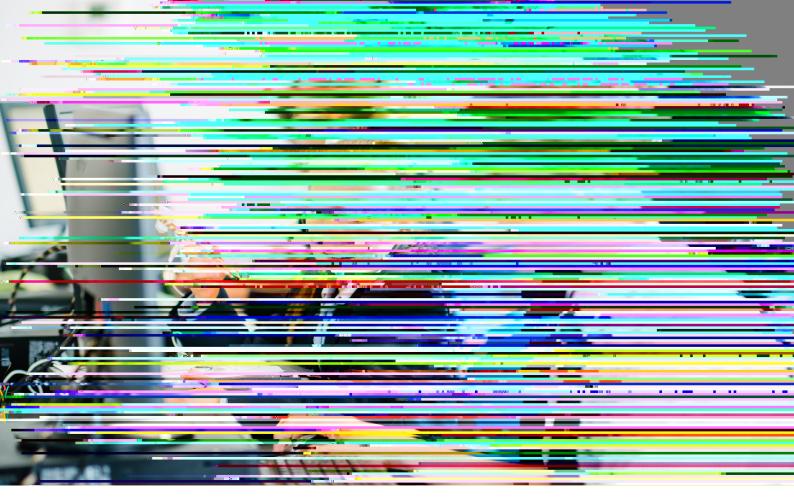
Two years ago, St Leonard's College had fewer than 50 WiFi access points. Today we have over 150 access points so students and teachers alike are assured of superb internet access wherever they go on campus. From years 5 to 10, the iPad too is transforming the way we teach and learn. Powerful creat ve tools, interact ve textbooks, and a universe of apps and content create endless learning possibilit es, all on a device that is extremely easy to use.

Students don't just watch, listen, or read with an iPad;

they create, explore, quest on and challenge. Our app list helps to make every learning task engaging and inspiring for both student and teacher: a mult media presentat on, a photo documentary, an interact ve eBook with embedded student created video content. The work students need to do becomes the work they want to do.

St Leonard's College is the f rst school in the world to introduce the App4 electronic diary app solut on, and thus our teachers are easily able to communicate with their students and assist them with their organisat on. Teachers can 'push' home learning tasks into their students' diaries, and parents are able to access their child's electronic diary from any internet enabled device and monitor the progress of home learning tasks.

Equipped with these new teaching and learning tools, St Leonard's College teachers have improved and adapted their pract ce to ensure the very best learning environment for our students. Many teachers are operat ng in a 'f ipped' classroom to allow more t me for discussion and work on quest ons and assessment tasks. A f ipped classroom is one in which students gain f rst exposure to new material outside of class, usually through reading or lecture videos, and then class t me



is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates. Early data suggests that the 'f ipped' model has yielded benef ts in academic results for our Senior School students.

O ther teachers have gamif ed (introduced games into) their curriculum, embedding achievement levels, points and choice into the academic content of their curriculum. Through such methods, the range of inclass tasks has expanded to enable a greater level of student engagement. Teachers are now act vely working in teams to design engaging and though a through a production of the content of their curriculum. Through such methods are now act vely working in teams to design engaging and though a production of the content of their curriculum.

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