



IT Update for Parents  
E-Safety

### 3 Key Concepts

- ▶ Cybersecurity - teaching girls to keep them and their computers safe.
- ▶ Cybersafety - teaching online behaviours that will protect a girl's physical well being.
- ▶ Cyberethics - teaching girls to treat each other online as they would like to be treated.

### Dangers Facing your daughter

- ▶ 93% of boys & 62% of girls have been exposed to Internet pornography before the age of 18.
- ▶ 76% of first encounters with online predators happen in chat rooms.
- ▶ 40% of teens have seen pictures on social networking sites of kids getting drunk, passed out, or using drugs.
- ▶ 39% of teens have posted sexually suggestive messages.
- ▶ 83% of boys & 57% of girls have seen group sex online.
- ▶ 18% of boys & 10% of girls have seen rape or sexual violence
- ▶ 15% of boys & 9% of girls have seen child abuse images

Source: Covenant Eyes 1/17/2012 & "Associated Press-MTV Digital Abuse Survey 8/2011 conducted by Knowledge Networks

## Mobile Phones

- ▶ Know how your child's phone works (e.g. Bluetooth, Internet access)
- ▶ Agree the type of content that you would like for them to download, receive, or send.
- ▶ Save any abusive messages/inappropriate images as evidence.
- ▶ Decide consequences for over charges.
- ▶ Social Media accounts (13 years of age)

## Sexting - Risks

- ▶ More than 25% of teens have been involved in sexting in some form. Associated Press, 12-3-2010
- ▶ The images are often initially sent to romantic partners or interests.
- ▶ Charges for possession, production and/or distribution.
- ▶ Confiscate devices, don't copy after discovery, avoid liability.
- ▶ Report to police, let police investigate

## Geotagging



Smartphones have a location service or GPS feature. When the image is captured, it records the geographic coordinates into the data of the image.

## Even “Good Kids” Can Make Bad Decisions

- ▶ 54% of girls are friends on social networks with someone they have never met in person.
- ▶ 75% of children have been contacted by a stranger online.

Source: MSN 2011

- ▶ 20% of year 6 children have more than 50 online friends, some had as many as 200.

Source: Safe & Secure Online Guernsey Survey

## What do we do to support your daughter?

- ▶ IT Lessons (AUP)
- ▶ Filtering
- ▶ Safeguarding Reports
- ▶ Alerts to Parents (Musicly app)



## What can you do to support your daughter?

- ▶ Talk about the issues
- ▶ Educate yourself

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.swgfl.org.uk](http://www.swgfl.org.uk)

[www.childnet.com](http://www.childnet.com)

[www.common sensemedia.org/](http://www.common sensemedia.org/)



## BYOD

- What is it?

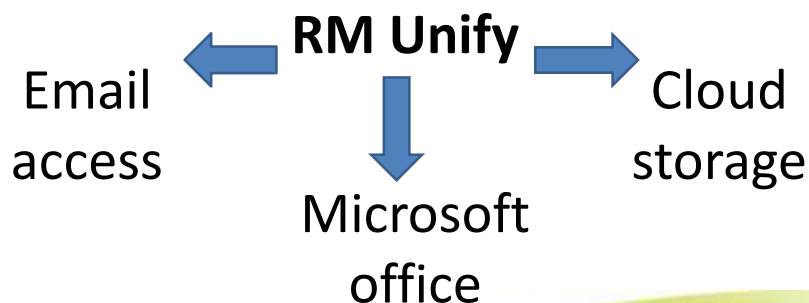


## Why have we introduced it?

- Mobile technology is an accepted part of modern life and, as such, should be part of school life.
- It offers a valuable resource for use in the classroom and has numerous educational opportunities that enhance learning.
- Devices will not be used in every lesson and very seldom for a whole lesson.
- The devices will be used when the learning intentions require it as determined by teachers or when students choose to use it to supplement other resources.

## Using their BYOD

Every girl has an RM unify account



## Other examples of using BYOD

- Research
- Photo of noticeboard or smartboard
- QR codes – for quick access to web resources
- Time lapse of experiment(s)
- Video performance
- Test knowledge
- Interactive quizzes
- Simulations



### An example of using BYOD

- Kahoot

Let's have a go!



Please use your own device or we have a  
some school iPads you can borrow

<https://kahoot.it/>



- <https://play.kahoot.it/#/k/ee263947-1a47-4129-a64f-ab8560496151>



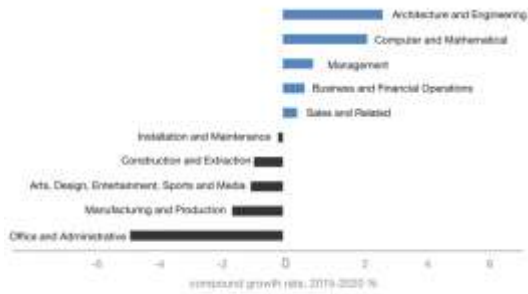


## Independent Learning



## Educating for the jobs for the future

### Job families in decline and on the rise



Source: Future of Jobs Report, World Economic Forum

A decade ago, we couldn't imagine many of the jobs that exist today. Roles like social media manager and cloud services engineer weren't really possible.

<http://www.businessinsider.com/popular-jobs-in-the-future-2013-9#-20>

How many of these are a reality 4 years later...



### Top 10 skills

#### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

#### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

Reformed (I)GCSEs and A-levels have increased emphasis on problem solving skills, especially at the higher grades.



If you are an independent learner you will:

- be motivated to learn
  - Curious
  - Self motivated
  - Risk taking / willing to go outside comfort zone
- manage your own learning
  - Using initiative
  - Resilient
  - Managing time
- reflect on your learning
  - Reflective
  - Accountable
  - Thinking critically



*It doesn't mean you have to learn on your own!*





- Independent learners want to find out more about the world. They show an eagerness to ask questions and explore beyond what is required; discovering, learning and understanding new things.
- They seek out ways to explore, in different ways, not just traditional instruction. They are proactive and find ways to access additional resources on their own.



- Forget bribery. Your own motivation far surpasses any prize or reward system.
- Independent learners are motivated by setting individual goals to achieve. They are driven by their own personal achievement.





- Having the courage to take a chance rather than choose the easy option.
- Trying new challenges and pushing yourself forward to develop new skills, even when success is not guaranteed.



- Being willing to be independently minded. Thinking ahead and working things out for yourself.
- Organising yourself and not waiting to be told what to do.





- Being determined to persist and stick with challenging situations. Knowing how valuable it is to struggle and try hard. Dealing positively with failure and using it as a learning opportunity (F.A.I.L.).
- You strive to understand a concept as much as possible on your own before asking for help and apply self-discipline in not finding the easy answer to a problem.



- In your studies and at work, you're more than likely to have several pieces of work to juggle at any one time.
- Break each project down into the relevant tasks, work out how long you will need to spend on each part, then allocate time in your planner in order of priority.





- Taking time to review and consider methods that have been tried, deciding whether they have been effective or whether you need to try another approach. Analysing both successes and failures with a view to making the most of your potential.
- Developing an awareness of what works best for you.



- Responsibility means knowing what you have to do and doing it without anyone telling you to.
- The sooner you become responsible for consequences, the less dependent you will be on outside sources for discipline or motivation.







- Independent learners think critically of a situation. They examine all possibilities and often come up with multiple solutions.
- They don't just memorize. Rather they ask "why?" and formulate answers based on real-world observation and intelligent deduction.



We see **lots of examples** in College, particularly outside lessons.

We want to encourage greater independence within lessons.

- Remove introduction
- Assemblies
- Study skills program
- Links in lessons
- Collaboration
- Modelling and stimulating
- Celebrating examples
- EPQ (Sixth Form)





# The Ladies' College

English Department



## Lessons

- Three hours per week
- Includes a library lesson (all students keep a reading record)



## Learn to read and read to learn!

- The importance and significance of reading
- Improving technical accuracy and extending vocabulary



## Why English?

- Community
- Communication
- Confidence



## Why us?

- Passionate
- Excellence
- Knowledge
- Support
- Humour



## Curriculum (6 week units)

- Novel
- Shakespeare
- Play
- Poetry
- Skills
- Media/Non-fiction

The Ladies' College  
English Department



## Subject Content

- Novels:

*Chinese*

*Cinderella* by Adeline  
Yen Mah

*War Horse* by Michael  
Morpurgo

*Animal Farm* by George  
Orwell

*The Woman In Black* by  
Susan Hill

- Shakespeare:

Introduction to  
Shakespeare

*A Midsummer Night's  
Dream*

*Twelfth Night*

The Ladies' College  
English Department



## Subject Content (Continued)

- Other drama:
  - Frankenstein*
  - Dracula*
  - Pygmalion*
- Skills:
  - Spelling, punctuation and grammar
  - Public speaking
- Poetry:
  - Ballads*, famous, types, creative interpretation
- Media:
  - Advertising and a film review

The Ladies' College  
English Department



## How are you doing?

- Occurrence
- Occurance
- Mediterranean
- Mediteranean
- Immediately
- Immedately
- Separate
- Seperate
- Definitely
- Definatly
- Desperate
- Desparate

The Ladies' College  
English Department



## Answers!

- Occurrence
- Occurance
- Mediterranean
- Mediteranean
- Immediately
- Immedately
- Separate
- Seperate
- Definitely
- Definatly
- Desperate
- Desparate

## Co-curricular events and activities

- The Spelling Bee
- Learn to Love Literature – sponsored reading – last year's Remove raised £394.82 for Guernsey Mind
- The Guernsey Eisteddfod
- The Ladies' College Magazine – Ilex
- Creative writing competitions
- The Monachan Memorial Trophy



## Looking ahead and future choices

*An overview of the curriculum*



## Remove

- Art
- Drama
- DT
- English
- French
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science
- Optional private study

## Lower Four

- Art
- Drama
- DT
- English
- French
- **German**
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science – **Biology, Chemistry, Physics**
- Optional private study.

Students will have taster lessons in Spanish to help them make their language choices in U4.

## Upper Four

- Art
- Drama
- DT
- English
- Geography
- History
- IT
- Latin
- Mathematics
- Music
- PE
- PSHEE
- Religious Studies
- Science – Biology, Chemistry, Physics
- 2 languages from a choice of 3:  
French, German or Spanish

## Upper Four

- Lessons finish at 4pm Monday to Thursday.
- In the Lent term students choose their (I)GCSE subjects:
  - English Language, English Literature, Mathematics and Science are compulsory
  - Remaining 11 (I)GCSE subjects placed in 4 blocks
  - Blocks designed individually for each year group
  - Subject information handbook and Options Evening
  - PSHEE lessons look at decision making process
  - Discussions with students / parents

## Lower/Upper Five

- English Language
- English Literature
- Mathematics (and Statistics)
- Science (Separate or Dual)
- PE and Citizenship
- 4 Options Subjects

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G

*Prepare for making A-level choices*

*Blocks designed individually*

*Choices Evening and Subject Handbook*

## Sixth Form

- Study 3 subjects from a choice of 27
- Partnership with Elizabeth College – students at either College have access to a greater range and combination of subjects.
- Diploma, Extended Project Qualification and many enrichment and leadership opportunities
- Further develop Independent Learning skills
- Careers and weekly time with their Tutors

## Learning Support

- Available throughout the College
- Miss Alison Coubrough-Barnett (Head of Learning Support) [acoubrough-barnett@ladiescollege.ac.gg](mailto:acoubrough-barnett@ladiescollege.ac.gg)
- Support can include individual or small group tutorials
- Can take in place of additional language in Upper Four
- Exam access arrangements – JCQ regulated (details on website)

We are currently supporting girls in the following areas:

Dyslexia	Autism
Dyspraxia	Study skills
English	Personal organisation
Spelling	Exam technique
Maths	Revision technique
Sciences	Essay writing
Humanities	Independent learning
Languages	Memory and processing difficulties
.....and any other area that they would like to address	

## Reporting and Communication

- Regular interims
- Students and Tutors discuss progress together – first review meeting is October 20<sup>th</sup>.
- Progress and targets reviewed
- End of year reports
- Contacts: Tutors / Year Coordinators / Head of Department

[www.ladiescollege.com](http://www.ladiescollege.com)

