# Transcript of teacher reflection interview

## Sarah Atkins with Tyson Kenny and Carri Campbell of Faith Lutheran College, Plainland, QLD

**Sarah Atkins**: It's Sarah Atkins here, recording a reflective podcast with Faith Lutheran College. We have Tyson Kenny and Carri Campbell. The first question is, what do you perceive is the main aim of the DTiF project in your school?

**Tyson Kenny**: For me, I think it's increasing staff knowledge and understanding and potential skills the Digital Technologies curriculum offers that they can use within their own teaching area, whether they're from an IT background or not, or digital technology background or not. And then obviously then transfer that knowledge and skill and understanding to their students, so they can obviously utilise that in the classroom space.

The staff training, one provided by you, Sarah, support from there, early days engaging with universities, USQ, and then just internal training for the staff that we've looked to facilitate has probably been the most effective strategies so far, in terms of increasing that knowledge and understanding, and then providing opportunities and days and whatever to really explore that curriculum has probably been, for me anyway, the most beneficial.

**Sarah**: So, have you found along the way that there have been challenges?

**Tyson**: Yeah, I think that, like Carri said, the staff changes have been difficult to manage, but I think that probably comes with any project, really, when you put your staff – that have been adjusted, and some have been for the fact that they've just stayed in the school but they've moved out of those areas or moved in; others being because we've had staff leave and then new staff arrive, so maintaining momentum has been challenging. It's almost like each year's been a – we're restarting things. Then I'm supposed to – I think we are building a little bit, but it's probably felt a little bit like we're at this year, we've got to start again here. But that actually has positives and negatives as well, because it adds a fresh set of eyes to it perhaps, but I don't think we're at as deep learning stages as maybe we'd hoped if someone said three years ago, 'where do you hope to be?' I think we're still trying to push uphill a little bit around some – we still have a few resistors in there, but we still have some success too, it's just not to the level that we want.

**Sarah**: So, have there been any surprises or interesting insights?

**Carri Campbell**: Probably interesting has been knowing much of the staff have taken on computational thinking as a topic to integrate within their lessons. Once they'd done the first few

lessons provided to them, they had to then go into their own lessons and put them in. And that's been one thing that's been rather surprising from watching because I have a lot of kids all over Year 7 being able to articulate the stages and where they fit within other subjects, which is really good.

**Sarah**: That's fabulous. Well done!

**Tyson**: Another surprise, as well, is despite there being a little bit of – a few challenges along the way, we run an annual student survey where students give feedback around different things in the school, and one of the survey questions this year is to do with, 'what's an area of the school that brings you positivity, or particular benefit?' And a common response from the Year 7 students was … 'I really enjoyed what's being offered in that space and the learning opportunities.' So, despite challenges, it's still having an impact in the classroom and I'm sure there's some kids who just love that stuff, no matter what's done.

**Sarah**: What changes in student or teacher capacity can you identify, and have you got evidence of that?

**Carri**: I have evidence of teacher capacity increasing in Arduinos. And I guess the evidence would be when I had one excited HESS member come up to me in the middle of the staff room. It's an increase in their capacity because they're just doing it, but they do – like when I ask them questions around computational thinking and things like that, I have a lot of really positive responses from them. They can articulate it really well.

**Sarah**: How have your perceptions of the Digital Technologies subject changed? … Just when we go back to that original workshop that you and Janelle came to.

**Tyson**: I think that workshop probably – I very quickly saw the potential within it. So, from that day of learning through to now I still see the potential in it, so I don't know if there's drastic changes in terms of what I can see from working the model that we're trying to run, because we are doing it a bit uniquely. The perception is, is then, I probably, as a learner, have far greater knowledge in terms of understanding computational thinking, systems thinking, better than I did back then, so I can probably then share conversations in that space now, than compared to what I could three years ago or whatever it was. And I do agree with Carri, I think that staff can now talk a common language to a degree, around that space. So, I'm glad that it's had that uptake, because we do have the goal to report on it at some point across our junior years in the HESS STEM model.