



GYMEA BAY PUBLIC SCHOOL

Forever Flourishing

Dear Dave,

I would like to say a huge thank you for allowing Gymea Bay Public School to trial your new equipment, the Recat Access Activate System with a set of six pods.

Whilst I am not in a position to speak for anyone other than myself, could not speak on behalf of the department, and I am unable to promote one system over another, what I can say is that in using a system like your system, I have observe my staff, witnessed activities and have found the following :

Wellbeing

- The system saves the teacher voice and vocal chords, enabling them to interact with whole class, selected pods or individual pods, or exclusively with another teacher in the room, when team teaching, at a volume consistent with everyday talking. Less voice fatigue.
- With the teacher using a softer voice, it reduces the opportunity for perceived threat by those students who are sensitised or hypervigilant to loud voices/noised due to trauma they face or have faced in other environments. Higher opportunity for engagement.
- It enables the teacher to listen to the level of social interaction and respect shown to others, and conversely helps to determine if any inappropriate behaviours are presenting within a group, allowing for timely intervention.
- Monitoring through the system enables the teacher to be working with one particular group, whilst listening for social skills of turn taking, sharing, inclusion etc.in others.
- It enables the teacher to monitor and record observations as needed.

Quality Teaching / Future Focused Learning / Professional Standards

- Staff are able to target differentiated learning, and hone in to particular groups to expand their processing and application of skills, by directing them through effective questioning. They are able to ask a particular student within a group to contribute in an area of strength, and support peer tutoring in others.
- It empowers flexible learning spaces, as the teacher can listen to the level of in task and on task behaviours, no matter where students are located in the room, learning spaces, outdoors or withdrawal area.
- It's ease of use, through an ipad or phone, means that the teacher has portable control available at their fingertips. The hands free microphone gives ease of engagement with activities, or coaching through tasks, with students. It enables the teacher to be there in the moment with the students.
- Staff are readily able to engage with their own requirements in professional standards and can use the information gathered through the system as evidence to prove they **1) Know their students and how they learn** (using teaching strategies which suit particular

students, which are responsive to student strengths and needs, which can tap into particular cultural backgrounds, which can focus on particular learning needs, or particular learning activities which support particular individuals or small groups) **2) Know the content and how to teach it** (by grouping students to cater to learning needs, they can adjust the nature of the learning and the task to best suit the learning needs and outcomes for the students involved, and make the content more relevant and meaningful for the students) **3) Plan for and Implement Effective Teaching and Learning** (by setting explicit, challenging and achievable goals for all students and monitoring and providing feedback in an ongoing manner, providing opportunities for ongoing self evaluation and reflection on effectiveness of their processes.) **4) Creating and maintaining a supportive and safe learning environment.** (This is so readily done with the use of a system such as yours, as the teacher is able to listen in to any particular group at any time, and behaviour management is at their fingertips - the environment is created to empower on task behaviour) **5) Assess, provide feedback and report on learning** (This is particularly beneficial for consistent teacher judgement when in a team teaching environment such as the one in which we are trialling the system - both teachers are able to hear the whole group and through conversing can target particular pods in moments of assessment - whether formal or informal, formative or summative. The timeliness of formative feedback is accentuated using a system such as yours.)

- Effective questioning for any one pod or across the group can ensure collaboration is conducted in a fair and equitable manner.
- The teacher is able to focus on particular students who may be reluctant to present in larger groups, however contribute with enthusiasm and quality content when in a smaller group.
- The simplicity of controlling the system we are currently using was obvious, when staff were able to set up and establish connection through the phone and the pods, even prior to support by your company.

Summing up, staff advised they enjoyed the impact on their personal demeanour - soft voice, calm, happy teacher and the ripple effect that has on the students. Even though the system is not actually set up on the wall to its maximum advantage, there is not "deaf" spot in the room - all children get equal access to the teacher's voice (or conversely other students when presentations occur) This has a further potential advantage for the increasing number of students who are presenting at schools with auditory processing needs - as the nature of the pod, enables the teacher to be talking with a small group, who are all in close proximity to the source of the voice. It would be interesting to see the impact for these students - I feel it would open doors for their learning.

I think the product you have developed, and others like it, have huge potential to support teaching and learning in any environment, not only that of schools.

Hendrika Green
Principal
Gynea Bay Public School
P (02) 9524-6852
F (02) 9540-2150

Education is the most powerful weapon which you can use to change the world. Mandela