
Developing and/or Evolving Your 1-to-1 Pedagogy Statement

1-to-1 Pedagogy

An educator's belief, knowledge and skill concerning how students learn, what they should or must learn, the depth and pace of their learning, and the tools students need to be effective in 21st century classrooms where technology is used as ubiquitous 1-to-1 learning tools and resources.

A teacher's 1-to-1 pedagogy is the foundation by which they operate...it is the driver of all practices. Simply stated, when a teacher goes to their classroom, closes the door and goes to work, their pedagogy guides their actions and those of their students. Consequently, it is absolutely vital that all teachers and educators recognize what 1-to-1 pedagogy is and how it affects their practices.

Developing an effective 1-to-1 pedagogy and accompanying practices requires intentional and strategic professional development, collaboration, and reflection on the part of all educators. It begins with teachers and leaders working collaboratively over a period of time to ask and seek answers to questions like the following, in part addressed by [Esme Capp](#) and her teachers at [Princess Hill Primary School](#) in Victoria, Australia:

- *How do students learn?*
- *What do we believe about how students learn?*
- *How can 1-to-1 support student learning?*
- *What will happen if my students use their laptop to_____.*

It is vital that as we identify digital resources we must also be able to address how these support the way students learn and that the resource supports and potentially expands what students are learning (the expanded curriculum), and that it helps each student learn at whatever pace is best for them.

[Dr. Seymour Papert](#) provides us with a foundation for both our pedagogy and the instructional practices we employ in the following quote:

***If we design them to be used as such...laptops (and appropriate devices)
are prime instruments of our day for exciting intellectual work.***

Dr. Seymour Pappert

.

Identifying and Creating Your 1-to-1 Pedagogy Statements

Begin by reading the following steps, then read the examples included. Finally, write your own 1-to-1 Pedagogy Statement.

Step 1: Begin by completing the following sentence starters or prompts (NOTE: you may want to read the examples included below before you start the writing process)

I believe...

- Sentence/Short paragraph 1: Write an overview sentence that identifies your teacher beliefs about student learning (how they learn, how they can use technology/laptops/tablets as learning tools, etc....)
 - I believe that _____

I will...

- Sentence/Paragraph 2: Use one of the following sentence starters to articulate what this belief means for your teacher practices...(what you as a teacher will do; you may choose a different sentence starter than those presented)
 - I will _____
 - As such, I will _____
 - With this in mind, I will _____
 - Consequently, I will _____

My students will...

- Sentence/Paragraph 3: As a result of the first two paragraphs or sentences, identify how your beliefs (pedagogy) will impact student tasks... (what the students will do; you may choose a different sentence starter than those presented).
 - At same time, students will _____
 - Finally, my students will _____
 - My students will _____

1-to-1 Pedagogy Statement – Samples

The following samples have been written by 1-to-1 teachers around the world. They will provide you with ideas for writing your own statement.

Sample 1

I believe that laptops are one of the most powerful and vital ‘thinking and doing’ tools available for my students.

As such, I will design and deliver lessons that focus on building content skills and knowledge, collaboration and communication skills, and creativity, through a focus on standards and the use of relevant 21st century tools or resources. I will provide opportunities for my students to apply what they learn to their lives in general.

At the same time, students will use their laptops daily to construct their knowledge, to communicate and collaborate with others, to create new projects, artifacts, and understandings, and to share their learning with others. They will use their ‘thinking/doing tool’ to contribute to our classroom learning culture.

Sample 2

I believe that all students are capable of learning, but that they have different learning styles and levels of maturity and engagement. I believe that hands-on, project-based and collaborative curriculum address these student differences better than other methods.

With this in mind, I will use laptops and software, interdisciplinary collaboration, field experiences, and authentic assessment and student self-reflective feedback on a regular basis to push my students toward improved skills and greater understanding.

My students will use their laptops to engage with the content and curriculum of my class as they construct and apply their knowledge individually.

Sample 3

I believe technology is a powerful tool to use to model and explore mathematical concepts. While instructional, step-by-step guidance is still a necessary part of teaching math in order to build skills, there are larger mathematical questions that can be presented for students to tinker with, ideas to be tested, and relationships to be understood using their laptops.

I will provide regular opportunities for my students to construct and demonstrate the math concepts they are learning. I will push my students to apply their learning to their everyday lives. I will provide opportunities for my students to use their laptops to question, explore and learn deeper math relationships and connections.

Students will use technology to learn about and then demonstrate to others what they have learned and that will, in turn, provide additional clarifying opportunities for each. Students will use online texts and sites to watch and replay demonstrations of math that can help them understand the patterns, skills, and techniques important to memory that help for the foundation for further mathematical study.

Sample 4

I believe students in the 21st century deserve to be educated in the same environment they surround themselves by outside of school, which is a technological one. By providing students with technological devices and experiences, the students will be more adequately prepared for whatever they decide to undertake in the future.

I will provide daily opportunities for my students to explore, through the use of their laptops and interacting with each other, new information in an attempt to uncover and create new knowledge.

All students will use technology as a way to access information; further develop current ways of thinking, while also having an opportunity to unveil information and ways of doing things that they may have never considered before.

Sample 5

I believe that all students can successfully use technology to facilitate the learning of mathematical strategies. These strategies can be used by the student to make informed and reasonable decisions.

To meet this goal, I will require my classes to use laptops daily to complete their course work. Technology will provide access to an abundance of new resources and processes outside of the classroom. Activities and tasks will inspire learning and model real-life experiences. Assigned coursework will demonstrate and promote digital citizenship and responsibility.

To meet this goal, students will use laptops daily to extract knowledge, and develop projects to find creative solutions to problems faced outside of the classroom. Students will demonstrate the ability to use technology to gather, evaluate, and process information with a positive attitude toward using technology that supports learning and productivity.

Sample 6

I believe that technology is defining and changing our future. Therefore, student learning needs to be adapted to technology in order to prepare students for academic and real-world application.

I will provide the tools necessary for my students to access, analyze and manipulate technology in order to enhance and individualize their education so that they are prepared for application in and outside of the classroom.

All students will generate and apply technological knowledge to discover, answer, and implement questions for academic and real-world usage.

Step 2: Next, share your 1-to-1 pedagogy statement with your students and other teachers. Sharing your statement validates it and helps you think deeply about how it affects your work.

Step 3: Lastly, you should review and possibly revise your statement yearly. As you implement 1-to-1 teaching and learning year after year, you will find that the process of inquiry helps you build your understanding about how students learn, and particularly when they employ this powerful learning tool, whether that be a laptop or tablet.

We highly recommend that you review this statement on a regular basis (several times per school year) as your 1-to-1 pedagogy will evolve as you become experienced and more adept at this work.