

Now underway

Getting organised for change



IMPLEMENTATION SUPPORT TOOL

Supporting a future-focused journey

Digital technologies in the revised Technology Learning Area

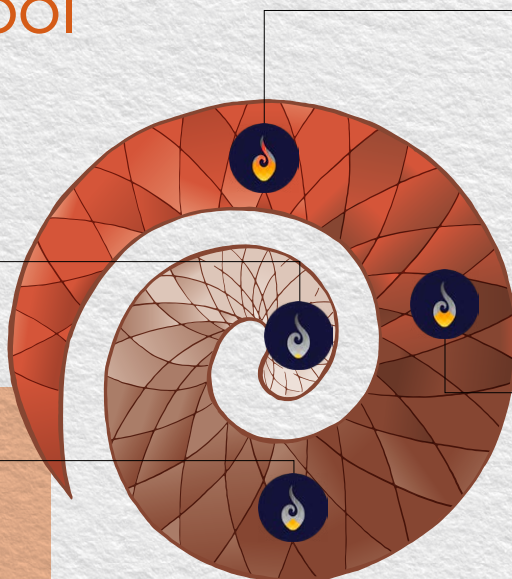
Is your school ready?

NOT YET STARTED

- Preparing for change

NOW UNDERWAY

- Getting organised for change
- Unpacking the detail
- Getting to know where our people are at, and what other schools are doing
- Polishing off our high level plans



LEADING AND INNOVATING


- Formally prioritising future-focused learning for all in strategic documentation and resource planning
- Creating a culture of growth, collaboration, innovation and sustainable practices
- Feeling confident with an Ako style of teaching and learning

2020 READY

- Making change visible
- Ensuring all can see and understand the future direction of your school's curriculum
- Continuing to get into the detail of the curriculum content and growing your own understanding
- Supporting ongoing professional growth



As a leadership team, you:

- recognise this new learning as part of your school's strategic plans and goals
- reviewed your current professional development practices relevant to digital technologies
- reviewed your local curriculum to see the fit with the revised Technology Learning Area and are preparing a plan on how to implement this. 



CHECK ALERT!

#4 Want more information about what a school's 'local curriculum' means and would like help to do this? Refer to these Leading Local Curriculum guides and/or to the Local Curriculum Design Tool.

nzcurriculum.tki.org.nz >
[Strengthening local curriculum](#) >
[Leading local curriculum guide series](#)

SEE FULL SUPPORT HERE

You can find this online here: technology.tki.org.nz > Technology in the NZC > Digital technologies support > DT implementation support tool



Unpacking the detail

As the **leadership team / curriculum leaders**, you:

- have read the revised Technology Learning Area – and unpacked what might need to change in your school
- had a look at the kinds of professional supports that are available and decided which ones look relevant for your school. (The Ministry of Education offers a professional support package here technology.tki.org.nz > [Technology in the NZC > Digital technologies support](#))

For an overview, see pages 12–14 of this *Implementation Support Tool*. Use helpful exemplars and resources on Technology Online:

technology.tki.org.nz > [Technology in the NZC > CT: Progress outcomes, exemplars, and snapshots](#)

technology.tki.org.nz > [Technology in the NZC > DDDO: Progress outcomes, exemplars, and snapshots](#)

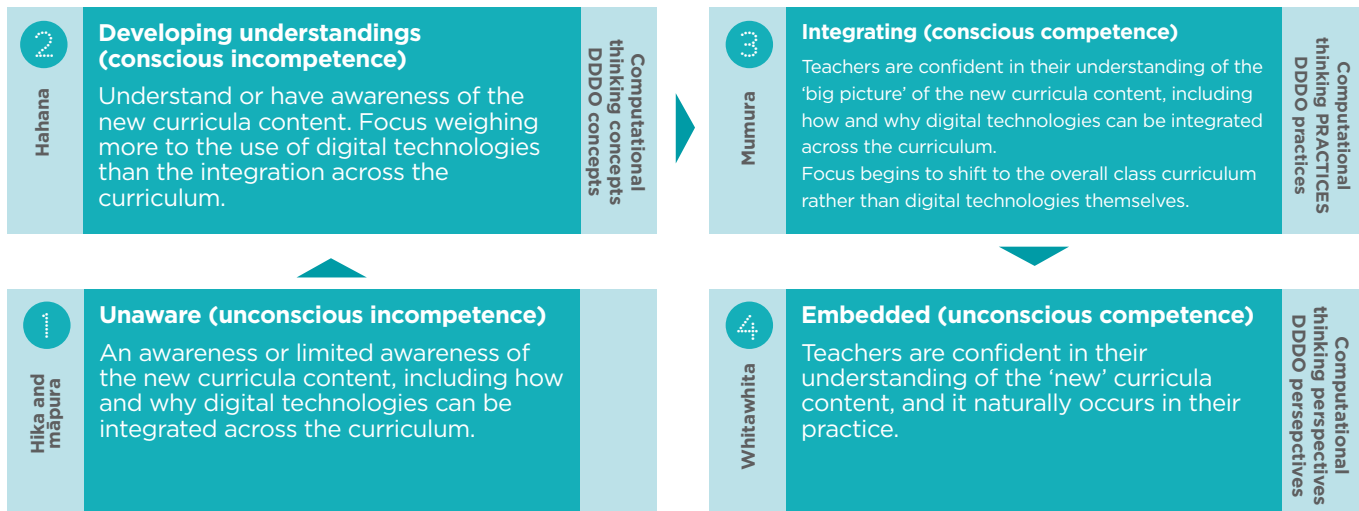


Figure 1: The Raranga Matihiko Kaiako Framework

This framework is underpinned by the conscious-competence model. Brennan, K. & Resnick, M. (2012). *Using artefact-based interviews to study the development of computational thinking in interactive media designs*. Paper presented at annual American Educational Research Association meeting, Vancouver, BC, Canada.

Getting to know where your people are at and what other schools are doing

As the **leadership team / curriculum leaders / change leaders**, you have:

- connected with your teachers to determine their prior knowledge, capability and confidence.
- done a ‘stocktake’ or ‘audit’ of what digital technologies teaching you were already doing across your curriculum and found some pockets of learning that looked similar to the new curriculum content
- talked to your students to find out what they know

and can do already – some have experienced digital technologies learning and may well be self-motivated in this area **#5**

- have talked to other schools about their plans or what they are already doing and are encouraging your teachers to do the same. You have also talked to other local experts to gain more knowledge and ideas.

Find helpful case studies, videos and Networks of Expertise groups here on the Technology Online website:

technology.tki.org.nz > [Technology in the NZC > Digital technologies support > DT professional learning](#)

Polishing off your high-level plans

As the **Board of Trustees**, and the **leadership team**, you:

- have included this new learning as part of your school’s strategic plans and goals
- have decided how you will resource this change
- have a plan to upskill your teachers using professional supports (This plan is based around how your school teaches technology, and then what you need to do to support your teachers. The plan will also cover a current baseline – detailing what digital technologies learning is going on and where your students are at with this.)
- share information with the community.

CHECK ALERT!

#5 Not sure what this digital learning could refer to?

For example, students may have attended Code Club Aotearoa codeclub.nz. Or they may have created their own digital solution to address a problem – like an app or a game to help a good cause.

Around the country, tamariki and young people are designing: online games to promote awareness around mental health, pollution and climate change; apps to help new students get familiar and settled at a new school; drones that are helping to look after the environment and robots that can lift recycling bins to help elderly citizens. Get more ideas of digital solutions from the ‘Tech talks’ showcase here:

[education.govt.nz>our-work>changes-in-education>digital-technologies-and-hangarau-matihiko-learning>information-for-students](https://education.govt.nz/our-work/changes-in-education/digital-technologies-and-hangarau-matihiko-learning/information-for-students)