

Briefing report

Education Review Office (ERO): On your marks...get set...go!: A tale of six schools and the Digital Technologies curriculum content

Date	10 December 2019
Security Level	N/A
ERO Priority	Medium
ERO Reference	M-19-56
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
-----------	---------------	----------

**Minister of
Education**

It is recommended that you:

- a) **note** ERO has completed two reports on schools' awareness and readiness to implement the DT curriculum content
- b) **note** ERO's report *On your marks...get set...go!: A tale of six schools and the Digital Technology curriculum content*
- c) **note** ERO intends to release this report shortly
- d) **note** ERO has asked the Ministry of Education to consider clarifying the difference, and interactions between, digital fluency and the DT curriculum content
- e) **note** this briefing is recommended for proactive release.



Attachments:

**Education Review Office (ERO):
On your marks...get set...go!:
A tale of six schools and the Digital
Technologies curriculum content**



Comments:

Minister's Office to complete

Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	

Our Ref: M-19-56

10 December 2019

Hon Chris Hipkins
Minister of Education

On your marks...get set...go!: A tale of six schools and the Digital Technologies curriculum content

Purpose

1. This is to inform you that ERO has completed six case studies of schools and how they were progressing towards implementing the Digital Technologies (DT) curriculum content.

Background

2. By January 2020 all schools are expected to be implementing the new DT curriculum content for students in Years 1-10.
3. ERO's first report on the DT curriculum content, *It's early days for the new Digital Technologies curriculum content*, published in July 2019, expressed the concern that many schools would not be ready to implement the DT curriculum content in 2020.

ERO's evaluation

4. For this evaluation, ERO visited six schools during Term 1, 2019 (three primary, two composite schools and one secondary school).
5. The study describes how these schools were moving towards implementing the DT curriculum content; what made implementation of the content work well, or not well, and what were the barriers and enablers to implementation.
6. ERO found three stages of school readiness to implement the curriculum content, which are similar to a racing start: 'On your marks', 'get set' and 'go!'.
7. The report describes the characteristics of schools in each state of readiness with particular reference to strategic leadership, what teachers did, and what happened for students. ERO also described the schools' links to their wider community, including networks across schools and industry partnerships.

Key findings

8. ERO found that leadership set the conditions for implementation of the DT curriculum content in their school.
9. The extent to which teachers and students were engaged in the DT curriculum content reflected the extent of leadership support in place.

10. Timely professional development supported leaders and teachers with implementing the DT curriculum content.
11. A range of external connections, including to professional development providers, across-school networks and industry connections, supported DT curriculum content implementation.
12. Most schools decided digital fluency was an important pre-condition to confident DT curriculum content implementation. Some teachers still confused the use of digital devices and e-learning with the curriculum content.
13. ERO has asked the Ministry to give consideration to clarifying the differences, and interactions between, digital fluency and the DT curriculum content.

Recommendations

14. It is recommended that you:
 - a) **note** ERO has completed the two reports on schools' awareness and readiness to implement the DT curriculum content **noted**
 - b) **note** ERO's report *On your marks...get set...go! : A tale of six schools and the Digital Technology curriculum content* **noted**
 - c) **note** ERO intends to release this report shortly **noted**
 - d) **note** ERO has asked the Ministry to consider clarifying the difference, and interactions between, digital fluency and the DT curriculum content **noted**
 - e) **note** this briefing is recommended for proactive release. **noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Chris Hipkins
Minister of Education

17/12/19