

2020 ready

Making change visible



IMPLEMENTATION SUPPORT TOOL

Supporting a future-focused journey

Digital technologies in the revised Technology Learning Area

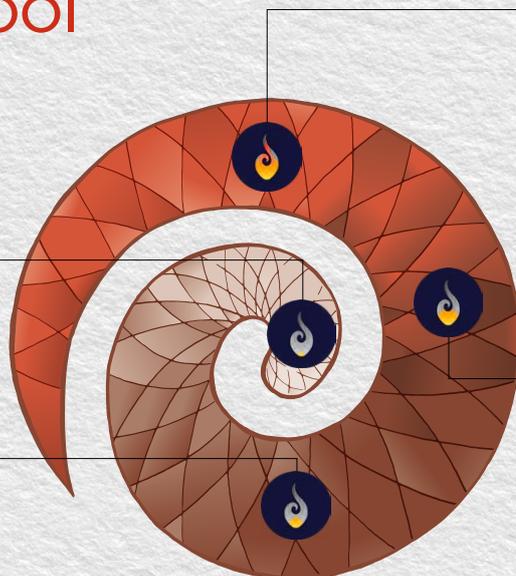
Is your school ready?

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 the Board of Trustees and school leader, you have:

- digital technologies learning in your strategic goals and planning
- a plan to resource this change
- a plan to evaluate progress, which will include appropriate measures to determine students' development against the progress outcomes.



CHECK ALERT!

#6 The progress outcomes are there to guide teaching and shouldn't be used as a formal assessment tool. Progress outcomes give a roadmap for learning – and the journey is important! Make sure you are teaching the big ideas that are at the right level for your learners.

As this is new learning and a journey for all, we expect that teaching confidence and capability will grow as time goes on.

nzcurriculum.tki.org.nz > [The New Zealand Curriculum](#) > [Technology](#) > [Progress outcomes](#)

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](#)



Your future direction for curriculum is visible to all

As the **school leader / leadership team**, you:

- have informed parents and whānau and the community about the change to the national curriculum and let them know how you plan to include this in your school's curriculum
- are trialling teaching the revised Technology Learning Area in some classes across the school, and are creating connections to other learning so that it is cross-curricular. Teachers create learning experiences that connect ideas across the breadth of the curriculum. This includes teaching technology across learning areas and simultaneously developing key competencies: managing self, relating to others, participating and contributing, thinking, and using language, symbols and texts
- are connecting with parents, whānau, industry, and iwi and community contacts to look for real-life learning opportunities with students.

Continuing to get into the detail of the curriculum content and growing your own understanding

As the **school leader / leadership team**, you:

- are participating in professional development and support – and are encouraging others to keep growing: technology.tki.org.nz > [Technology in the NZC](#) > [Digital technologies support](#) > [DT professional learning](#)

- are encouraging all those teaching years 1-10 and middle leaders to access professional learning on the revised Technology Learning Area
- are encouraging all those teaching years 11-13 to also access professional learning on the revised Technology Learning Area. Current specialist technology teachers do have a leadership role to play in teaching students who wish to specialise further. Over time, all students will expect an integrated approach across their learning areas. This will need to build on what they have learnt in years 1-10.

As **curriculum leaders**, you:

- are mapping the progress outcomes across your school curriculum – this is helping to make connections across learning  #6
- have developed a teaching digital technologies curriculum content resource plan – using what's set out in the progress outcomes as the guide
- monitoring teaching and learning to gauge effectiveness.

Supporting ongoing professional growth

As the **leadership team / change leader**, you have:

- checked how everyone is doing turning their professional development into effective practice and adjusted plans accordingly. You are encouraging teachers to use Teaching as Inquiry to support their thinking, see Figure 1 below
- encouraged your teachers to network internally and across schools and Kāhui Ako to support the curriculum change implementation journey
- reported to the Board about progress being made in curriculum development, effective teaching and student progress.

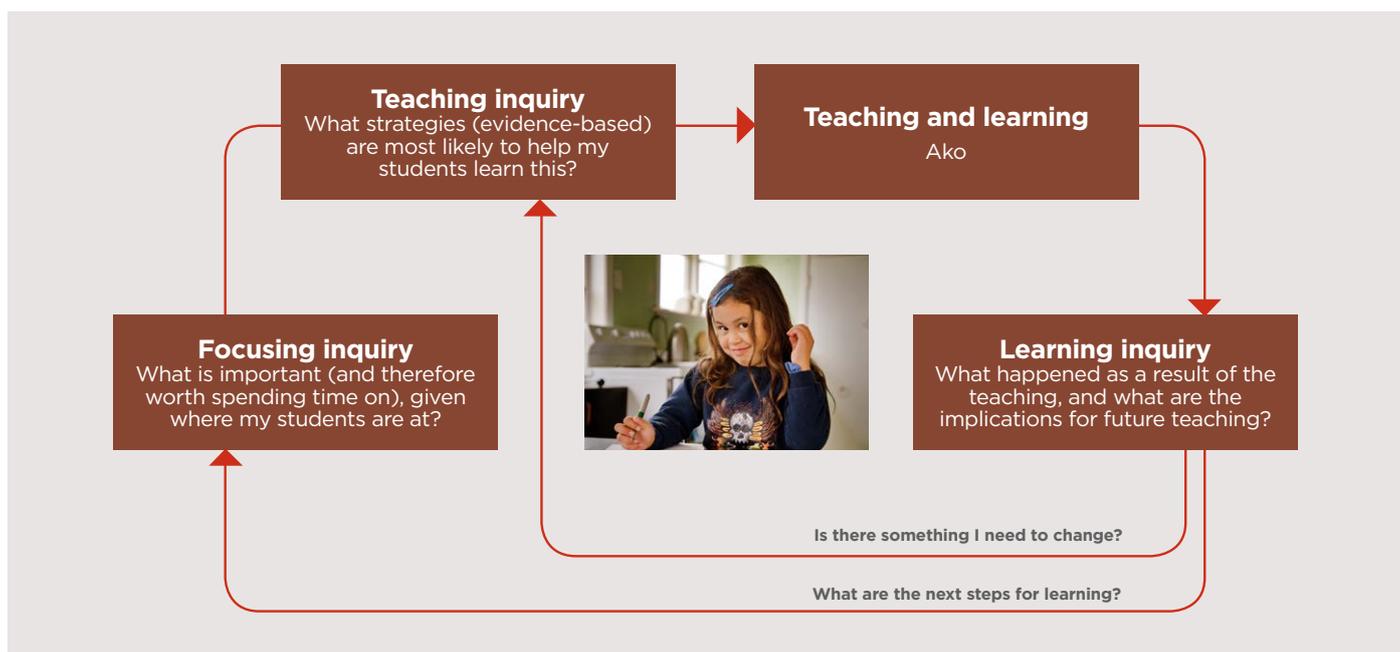


Figure 1 - Teaching as Inquiry

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Teachers-as-learners-Inquiry/Teaching-as-inquiry#4>