GCSN Digital Technologies Implementation Framework 2019
Developed by The Greater Christchurch Schools' Network Trust
Adapted, with permission, from the E-Learning Planning Framework

Thank you for taking the time to use the GCSN Digital Technologies Implementation Framework. This resource has been developed to help schools gain a clear understanding of where they are at, what the next steps are, and to map out actions to achieve their next step.

Form – The intent of this form is for larger schools who may like to have department, team or group meetings. The people present would kōrero and fill in the form as a group.

Framework - The framework below is intended to be filled out as a school. You will have time for more discussion and consideration if it is broken up and completed in parts rather than all in one sitting. It would be expected that robust discussions are promoted to ensure the school has all the information to make an informed decision on where they are at and next steps. The intention is that this would be used as a whole school document, not for individual teachers.

Strategic Plan - It is intended for this to be used as a planning guide to establish next steps. It might be useful to copy and paste this part and add as part of the School Charter or annual plan.

Te Tīriti o Waitangi
It is important to note that the articles of te Tīriti are expected to be woven through this resource in the context of your kura. For example, if a school was working towards collecting information about student internet access to inform its understanding of Equity of Learning, it should differentiate access data for Māori students and whānau so that it can draw accurate conclusions about whether targeted support is required.
Inclusive Education
GCSN would like to acknowledge that it is important for all learners to have the opportunity to learn in an environment which is inclusive of their needs. This resource has been designed with that in mind. As a school, it is encouraged that you adapt this resource to ensure it fits your community, rather than trying to fit your community into boxes.

Greater Christchurch Schools Network
Bridging the Digital Divide in Education

Pedagogical approach					
	Pre-Emerging	**Emerging**	**Engaging**	**Extending**	**Empowering**
Governance Level documents	Digital Technologies is not mentioned in our strategic or annual plan.	Our strategic and/or annual plan includes some broad or generalised statements about Digital Technologies.	In our school, our guiding documents including our strategic and annual plan contain strategic objectives or annual goals relating to Digital Technologies. Beyond provision for purchasing devices, our budget does not make provision for supporting these goals or objectives.	In our school, our guiding documents including our strategic and annual plan contain strategic objectives or annual goals relating to Digital Technologies. Little indication is given as to how we will monitor progress or success against these objectives. Our budget demonstrates appropriate financial support for these strategic objectives.	In our school, our guiding documents including our strategic and annual plan clearly outline our strategic objectives and next steps towards the development and integration of Digital Technologies, including clear success indicators. Our budget demonstrates appropriate financial support for these strategic objectives.
Curriculum integration	There is not yet any evidence of Digital Technologies integration in the school's Local Curriculum documentation.	In our school, there is planning and a commitment to include Digital Technologies as a standalone subject.	In our school, planning for Digital Technologies integration within the Local Curriculum is underway. This has been co-authored and it is evident in planning and practice.	In our school, it is evident that Digital Technologies is integrated within our Local Curriculum. This has been co-authored with students, whānau, and staff.	In our school, the students, staff and whānau know what Digital Technologies looks like, why we support it and how it is delivered across the Local Curriculum.
Digital Technologies progress outcomes	In our school, there is not yet a school-wide understanding of what the progress outcomes are.	In our school there are a few teachers who understand what the progress outcomes are.	In our school, some teams understand what the progress outcomes are. They are beginning to trial what implementation might look like.	In our school, most staff understand what the progress outcomes are. Some teachers have developed what this looks like in their curriculum. A school-wide curriculum approach is being developed.	Our school has implemented Digital Technologies within our curriculum. All relevant staff, students and whānau understand what it means.

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Professional Learning (PLD)					
	Pre-emerging	**Emerging**	**Engaging**	**Extending**	**Empowering**
Collaboration and Sharing	In our school, we are not yet collaborating for professional learning activities to explore and plan for Digital Technologies.	In our school, a few relevant individual staff occasionally collaborate in professional learning activities that explore and plan for Digital Technologies.	In our school, relevant teams regularly collaborate in professional learning activities that explore and plan for Digital Technologies.	In our school, most relevant staff collaborate in professional learning activities that explore and plans for Digital Technologies.	Our school is a professional community that explores and plans for Digital Technologies together.
Professional learning model	It is not yet an expectation for relevant staff to engage in professional learning around Digital Technologies implementation. Staff engage in PLD on an ad hoc basis.	In our school, we do not differentiate our Digital Technologies implementation professional learning. Every staff member receives the same experience and learning opportunities.	In our school, we differentiate Digital Technologies professional learning, but not all relevant teachers engage in this.	In our school, relevant staff receive differentiated Digital Technologies professional learning. There is a forum for staff to share their learning.	In our school, our Digital Technologies professional learning activities include all relevant teachers at their level of need.

We have a thriving professional learning culture in our school, where we ensure all professional learning development are shared amongst staff and embedded in our culture. |
| **Integration of Digital Technologies across professional learning development** | In our school, we do not yet have professional learning development to support the implementation of Digital Technologies.

Digital Technologies implementation has never | In our school, there are few opportunities to support the implementation of Digital Technologies and they tend to be occasional and ad hoc. In our school, a few individual staff have Digital Technologies implementation | In our school, a team of staff have Digital Technologies implementation as a focus in their Teaching as Inquiry. There is no requirement for this to be shared across our school. | In our school, most staff engage in regular professional learning development to support the implementation of Digital Technologies. Most of our staff have | In our school, there is professional learning development to support the implementation of Digital Technologies. Teaching as Inquiry is embedded as part of our school culture. It is a |

	been part of our Teaching as Inquiry focus.	as a focus in their Teaching as Inquiry.		have Digital Technologies integration as a focus in their Teaching as Inquiry.	requirement that Digital Technologies implementation is an ongoing focus for this. We revisit and reflect as a whole staff.
Budget and future focus for Digital Technologies professional learning	In our school, we have not yet budgeted or prioritised for professional learning around Digital Technologies implementation.	In our school, a few Digital Technologies leads attend professional learning development which they then use in their classroom.	In our school we have a budget for Digital Technologies PLD and have some relevant teams engage in this. It is not a requirement that they share this back to their colleagues.	In our school we have a budget for Digital Technologies PLD and have most relevant staff engaged in this. This is shared back to wider staff.	Our school takes advantage of the PLD on offer at no cost to schools to support Digital Technologies implementation. When we have external facilitators working within our school, we provide relief cover for teachers. External professional learning is approved on a case by case budget where the learning will be shared to all staff. We prioritise professional learning that aligns with our strategic plan and will enrich our school community.

Teaching and Learning					
	Pre-emerging	**Emerging**	**Engaging**	**Extending**	**Empowering**
Sustainability of Digital Technologies within school culture	In our school, there is not yet a school-wide understanding of Digital Technologies implementation.	In our school, Digital Technologies implementation is planned for by a few individuals.	In our school, some relevant teams are implementing Digital Technologies. It is evident in teachers' practice, but not always in planning.	In our school, Digital Technologies implementation is embedded in planning and practice. Most relevant staff understand what Digital Technologies implementation looks like across our curriculum.	Our school regularly reviews the way Digital Technologies implementation is embedded in effective learning and teaching. We have a school-wide plan and have developed coherent pathways across the school. Digital Technologies implementation is part of our Local Curriculum plan and delivery.
A clear focus on student engagement and achievement.	In our school, raising student engagement and achievement is not yet a focus for Digital Technologies implementation policies and practices. We are using Digital Technologies as a replacement for a non-digital learning experience.	In our school, a few staff are investigating the ways Digital Technologies implementation can positively impact student engagement and achievement. We are exploring how to enhance learning through Digital Technologies implementation.	In our school, some teams have explicit planning which shows how Digital Technologies implementation can positively impact on student engagement and achievement. We are planning and implementing ways to enhance learning through Digital Technologies.	In our school, most staff seamlessly implement Digital Technologies and show how this positively impacts student engagement and achievement and are refining programs as a result. We have embedded practices to enhance learning through Digital Technologies implementation.	Our school regularly reviews Digital Technologies implementation policies and practices to make sure the focus is on student engagement and achievement. In our school we review how well Digital Technologies implementation enhances learning pathways for all learners.

Safe, responsible use of digital technologies	In our school, teachers do not yet understand what it means to model and teach safe and responsible use of digital technologies for our students. We do not have any documentation around this.	In our school, there are few teachers who have a growing awareness of how to model and teach safe and responsible use of digital technologies for our students.	In our school, some teams are starting to plan ways to support safe, responsible use of digital technologies, as part of the local curriculum.	In our school, most staff weave the safe and responsible use of digital technologies deliberately throughout their curriculum programs.	In our school, all of our students and teachers understand and apply safe and responsible use of digital technologies. It is embedded into our curriculum.
Sharing learning	In our school, teachers are not yet digitally sharing learning with whānau.	In our school, there are a few relevant teachers exploring ways in which to cohesively digitally share learning with whānau.	In our school, some relevant teams are trialling ways to digitally share learning with whānau. There is no cohesive plan across the school.	In our school, most relevant staff digitally share learning with whānau. We are developing a cohesive plan across the school.	In our school, there is a cohesive digital sharing plan. All relevant teachers understand what to share and how.

Technology and Infrastructure					
	Pre-emerging	**Emerging**	**Engaging**	**Extending**	**Empowering**
School access	In our school, students do not yet have access to digital technologies. The quality and quantity of digital technologies is not yet sufficient to meet learning needs. Digital technologies are unreliable.	In our school a few teachers have occasional and/or timetabled access to digital technologies for teaching. The quality and quantity of digital technologies is sufficient to meet some learning needs. Digital Technologies resources* are sometimes reliable.	In our school, some teams have frequent access to digital technologies for staff and students across the whole school day. The quality and quantity of digital technologies is sufficient and varied enough to meet most learning needs. Digital Technologies resources are usually reliable.	In our school, most staff have frequent "as required" access to digital technologies throughout the school day for staff and students. The quality and quantity of digital technologies are sufficient and varied enough to meet learning needs in online and offline environments throughout the school day. Digital Technologies resources are reliable.	In our school, everyone has "24-7" access to digital technologies at school. The quality and quantity of digital technologies are regularly reviewed to make sure we can meet students' needs across all contexts. Digital technologies resources are robust and reliable.
Procurement and maintenance	In our school, there is not yet a cohesive plan for effective maintenance and purchasing of digital technologies.	In our school, a few teachers purchase digital technologies resources without an understanding of how to integrate these into our curriculum. Purchasing is ad-hoc.	In our school, some teams manage the maintenance and purchasing of digital technologies. This is not reviewed on a regular basis.	In our school plans, most staff understand the maintenance and purchasing of digital technologies is based on curriculum and learning needs. The school has a plan which supports the purchase of digital technologies resources.	Our school regularly reviews the plan for maintenance and purchase of digital technologies so that it is driven by learning needs. The school has a governance level budget and documentation to support this. There is transparency where appropriate of the procurement plan. The plan spans 3-5 years.

Technical support And Performance Management	In our school, the responsibility for the maintenance and support of digital technologies is not yet clearly defined or assigned. There is no documentation to support performance management of our technical resource.	In our school, the responsibility for the maintenance and support of digital technologies is assigned to a teacher within the school or devolved to technical personnel. The responsibility for performance management is the responsibility of a staff member in the school.	In our school, the responsibility for the maintenance and support of digital technologies is the responsibility of a group of people within the school. Alignment with the school strategy development has been planned. We have documentation being co-developed between students, teachers and whānau, to support transparency around technical performance management.	A collaborative group manages the technical support of digital technologies to ensure maintenance is timely, effective and prioritised as part of whole-school strategic development. In our school, documentation to support technical performance management has been co-developed between students, teachers and whānau, and an implementation plan is in place.	Our school takes a collaborative, learning-focused approach to technical support to ensure it meets the needs of everyone in the school. The school has invested in an appropriate technical resource to support the size of the school. Our school has processes and policies in place to regularly review performance management of our technical resource. This is revisited regularly and as a result, the management of our school technical infrastructure is reviewed accordingly.
In-school technical safety settings	In our school, outside of web filtering, there are no technical safety settings in place. e.g. Google Additional Services, O365 online safety and permission settings, Apple security	In our school there are some technical safety settings in place. These are decided upon by the technical provider.	In our school there are comprehensive technical safety settings in place. These are decided upon by the technical provider.	In our school there are comprehensive technical safety settings in place. These are based on school policies and guiding documents, and are decided upon to support teaching and learning needs.	In our school there are comprehensive age-appropriate technical safety settings in place for each year level. These are based on school policies and guiding documents, and are decided upon to support teaching and learning needs.

Whānau engagement					
	Pre-emerging	**Emerging**	**Engaging**	**Extending**	**Empowering**
Community Consultation	In our school, we have not yet consulted with our community around Digital Technologies implementation or safety online.	In our school, a few teachers consult with students' whānau. There is no school-wide consultation strategy.	In our school, teachers work in their teaching teams to consult with whānau. There is a school-wide consultation strategy being co-authored.	Our school has a consultation strategy which we are still working on implementing. In our school, teachers work together to consult with the community for consistency and clarity of message.	Our school has a consultation strategy. It is part of our culture that whānau are involved in decisions around Digital Technologies implementation and their children.
Equity of learning	In our school, there is no data to show which of our whānau do not have access to the internet (not including mobile data) at home.	In our school, we have data to show some of our whānau do not have access to the Internet at home (not including mobile data) This does not impact the way we communicate with whānau.	In our school, we have data to show some of our whānau do not have access to the Internet (not including mobile data) at home. Some teachers differentiate learning to cater for different levels of access to devices and the Internet.	In our school, we have data to show some of our whānau do not have access to the Internet (not including mobile data) at home. All teachers differentiate learning to cater for different levels of access to devices and the Internet.	In our community, we have 100% of students with access to the Internet at home. As a school we regularly evaluate this data and ensure all of our students' needs are met. OR As a school it is recognised that not all students have internet at home. Teachers ensure this is catered for to create as much equity for learning as possible.
Parent and student understanding of permissions and access	Our school does not communicate with parents about what constitutes appropriate use of the Internet and devices and	Our school requires parents to sign a form indicating their understanding and permission in relation to what constitutes appropriate use of	Our school requires both parents and students to sign a form indicating their understanding and permission in relation to what	Our school requires both parents and students to sign a form indicating their understanding and permission in relation to what	Our school used whānau and student voice as a guide for developing student user agreements and policies.

	does not seek permission for sharing students' information or work digitally.	the internet and devices and granting permission for sharing students' information or work digitally.	constitutes appropriate use of the internet and devices and granting permission for sharing students' information or work digitally.	constitutes appropriate use of the internet and devices, and granting permission for sharing students' information or work digitally. Information on the purpose of this form is provided, and further information on appropriate usage and permissions are part of regular communications with parents.	The community were consulted about the purpose and content of the agreement before the final version was curated. Students and parents sign this together.
Community understanding	In our school, we have no data to show our community comprehend communication around Digital Technologies including: how we digitally share, what access their children have at school, digital agreement details.	In our school, we assume our community comprehend communication around Digital Technologies including: how we digitally share, what access their children have at school, digital agreement details.	In our school, we are gathering data to find out whether our community comprehend communication around Digital Technologies including: how we digitally share, what access their children have at school, digital agreement details.	In our school, we have gathered data to find out whether our community comprehend communication around Digital Technologies including: how we digitally share, what access their children have at school, digital agreement details.	In our school, we have gathered data to find out whether our community comprehend communication around Digital Technologies including: how we digitally share, what access their children have at school, digital agreement details. This has led to whānau consultation to ensure everyone has an acceptable understanding

*Digital Technologies resources can be anything including devices, robotics, computing gear