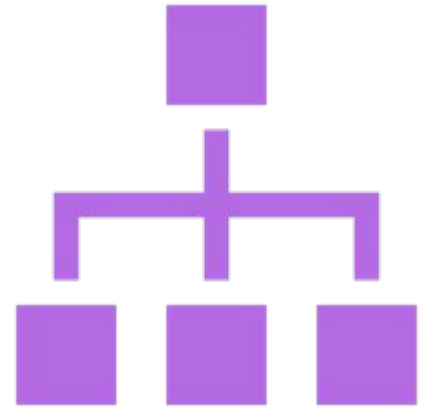


OMGTech! Pedagogical Framework for Digital technologies in the Aotearoa NZ Curriculum



An ethic of care

Effective teachers have caring classroom communities where students are able to think, reason, communicate, reflect upon and critique the digital technologies they encounter. Students have a classroom where they feel responsible for themselves and their learning

Arranging for learning

Students need opportunities to work independently, cooperatively in pairs and groups and actively participate in whole-class discussion, so they have opportunity to clarify their understanding and be exposed to broader interpretations of their own ideas

Building on thinking

Effective teachers make decisions based on students' current knowledge and interests. Students can learn from their errors by the teacher organising discussion that ask students to share their interpretations or solution strategies so that they can compare and re-evaluate their thinking

Worthwhile tasks

Tasks need to allow for original thinking about important concepts. Open-ended tasks are ideal for fostering the creative thinking and experimentation that characterise play

Making connections

Effective teachers support students in creating connections between different ways of solving problems, between digital technologies and topics and between digital technologies and everyday experiences

Effective pedagogy in digital technologies

Modeled on: Anthony, G., & Walshaw, M. (2007). *Effective pedagogy in mathematics/pāngarau: Best Evidence Synthesis iteration (BES)*, Wellington: Ministry of Education.

Assessment for learning

Effective teachers use a range of assessment practices to make Students' thinking visible and to support students' learning. Effective teachers provide opportunities for students to evaluate their own work

Digital tech comms

Effective teachers encourage their students to explain and justify their solutions, to communicate their ideas orally, in writing and by using a variety of representations. Students become accustomed to listening to the ideas of others and using debate to resolve conflict and arrive at common understandings

Digital tech language

Effective teachers foster students' use and understanding of the terminology that is endorsed by the wider technology community

Tools and showcasing

Effective teachers carefully select tools (including technology) and representations to support their students' digital technology development. Effective teachers make informed decisions about when and how they use technology to support learning

Teacher knowledge

Effective teachers have a sound grasp of the relevant content and how to teach it. Effective teachers are life long learners and understand that technology is rapidly changing and their knowledge must be kept up to date.



Technology Integration Matrix

Modeled on: Arizona Technology Integration Matrix

	Entry	Adoption	Adaptation	Infusion	Transformation
Teacher knowledge	The teacher uses technology to deliver curriculum content to students.	The teacher directs students in the conventional use of tool-based software. If such software is available, this level is recommended.	The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	The teacher consistently provides for the infusion of technology tools with understanding, applying, analyzing, and evaluating learning tasks.	The teacher cultivates a rich learning environment, where blending choice of technology tools with student-initiated investigations, discussions, compositions, or projects, across any content area, is promoted.
Tools and showcasing	Students receive content through the use of technology or use technology for drill and practice type activities.	Students occasionally use specified technology tools to plan or create end products	Students choose or modify the technology-related tools most appropriate for developing learning tasks.	Students focus on learning tasks, and purposefully combine technology tools to design desired outcomes based on their own ideas	Students seamlessly organize the learning tasks and formulate products, discussions, or investigations using any appropriate technologies available.
Worthwhile tasks	Students use technology to complete assigned activities that are generally isolated issues and unrelated to real-world problems..	Students are allowed opportunities to employ technology tools to connect content-specific activities that are based on real-world problems.	Students have opportunities to select and utilize the appropriate technology tools and digital resources to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines..	Students participate in meaningful projects that require problem-solving strategies, and facilitate global awareness, through the utilization of technology tools.
Arranging for learning	Students primarily work alone in highly structured activities, using technology.	Students are allowed the opportunities to utilize collaborative tools in conventional ways.	Students have opportunities to select and employ technology tools to facilitate and enhance collaborative work.	Students select technology tools to facilitate and enhance collaboration in all aspects of their learning.	Students seamlessly use technology tools to globally collaborate with peers and experts.
Assessment for learning	Students receive directions, guidance, and feedback from technology.	From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity	Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and/or evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities, with reflection or connected purpose, supported by technology tools.

Technology Integration Matrix

Modeled on: Arizona Technology Integration Matrix

Entry

Adoption

Adaptation

Infusion

Transformation

An ethic of care

Students understand that digital technology effects society

Students understand that they are responsible for their digital presence and how they use technology

Students have the opportunity to reflect on different technologies they encounter. Students employ self management techniques with their digital technology use.

Students reflect on digital technologies and their current & future impacts on society while modeling digital etiquette and responsible social interactions.

Students are able to think, reason, communicate, reflect upon and critique the digital technologies they encounter. Students practice responsible online & technology based behaviour. They feel responsible for themselves and their learning

Building on thinking

Teachers deliver content through the use of drill and practice type activities.

Teachers occasionally use new technology tools to plan or create end products.

Teachers choose or modify the technology-related tools most appropriate for developing learners. Students can navigate specified tools independantly

Teachers focus on learning tasks, and purposefully introduce technology tools to design desired outcomes based on the current level of student knowledge

Teachers make decisions based on students' current knowledge and interests. Students meaningfully share their interpretations or solution strategies so that they can compare and re-evaluate their thinking

Making connections

Students use technology to decompose problems. Students understand algorithmic thinking..

Students understand there is more then one way of solving problems with technology.

Students have opportunities to use various technology solutions to authentic problems.

Students select appropriate technology tools to complete authentic projects.

Students create connections in different technologies in meaningful projects that require problem-solving strategies, and facilitate global awareness, through the utilization of technology tools.

Digital tech comms

Students work in teacher led reflection with a specific assigned tool

Students occasionally use different specified technology tools to represent learning

Students have opportunities to select and employ technology tools to represent learning. Students engage in feedback of others representations

Students select technology tools to facilitate and enhance the representation of learning. Students critique others representations

Students seamlessly use a variety of representations. Students become adept at listening to the ideas of others and using debate to resolve conflict and arrive at common understandings

Digital tech language

Students receive directions in basic technology terminology

From time to time, students will use technology terminology to either plan, monitor, or evaluate an activity

Students have opportunities to select and modify the use of technology terminology to facilitate planning, monitoring, and/or evaluating specific activities.

Students use technology terminology to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.

Students and Teachers engage in ongoing use and understanding of the terminology that is endorsed by the wider technology community. This is reflected in all communications