A background paper to the Netsafe Digital Citizenship Capability Review Tool

Summary

Netsafe first introduced a review process – in the form of the *Netsafe Kit* – in 2000, revising it four times up to 2011. This new version reflects a growing understanding of the way digital citizenship is central to effective learning and wellbeing, as well as the importance of evaluation in school and Community of Learning transformation.

The revised draft tool also reflects Netsafe's commitment to working within Māori-medium, as well as English-medium, settings. The indicators in the draft tool, together with supporting materials will continue to evolve as new research and evaluation findings emerge.

The direction for learning that is set out in The New Zealand Curriculum and Te Marautanga o Aotearoa for schools and kura was used to inform the intent of the Netsafe Digital Citizenship Capability Review Tool. This tool also draws on the ERO School Evaluation Indicators (2016) and the Wellbeing for Success Framework (ERO).

Overarching purpose

The purpose of the tool is to help schools, kura and Communities of Learning decide:

- how well they are proactively planning for digital citizenship and online safety

- what is needed next in terms of processes, strategies, planning and resourcing related to digital citizenship, online safety, and student wellbeing

The tool will help to generate a 'snapshot' using indicators and examples of effective practice for schools/Communities of Learning to consider what 'next steps' and development are needed

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A focus on curriculum vision

Netsafe's focus in education is to help enable young people to use technology to achieve the objectives of the curriculum. Digital citizens are "confident, connected, actively involved, lifelong learners" (The New Zealand Curriculum) whenever they use digital technology.

Through the development of digital citizenship and online safety strategies, planning and resourcing, we can help ensure that when young people use digital technology they will:

- be confident in their identity, language and culture as a citizen of Aotearoa New Zealand

- become socially and emotionally competent and resilient

- become a successful lifelong learner

- participate and contribute confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future

The capabilities to do these are fostered via the Key Competencies – in effect, digital citizenship is the application of these capabilities for living and learning *in digital contexts.* The same is true for the Ngā Uara, Ngā Waiaro (Values) and the Ngā Mātaāpono Whānui (Principles) in Te Marautanga o Aotearoa.

As digital technology evolves, behaviours change and ongoing challenges and opportunities continue to emerge. Schools, kura and communities need to be flexible and adaptive in their approaches to digital citizenship.

This tool assumes a holistic approach to ākonga/students' wellbeing, development and success is in place. It also supports the three critical goals for Māori: enabling Māori to live as Māori, facilitating participation as citizens of the world, and contributing towards wellbeing and potential.

Your underpinning review / pakirehua cycle

All schools/kura are on a journey of development —making plans, strategically setting out, arriving at new stages, reviewing, and in turn, looking ahead to the future. This is especially true when we consider the innovative use of digital technology and the way we enable young people to access online opportunities in safe, positive and meaningful ways. You will be:
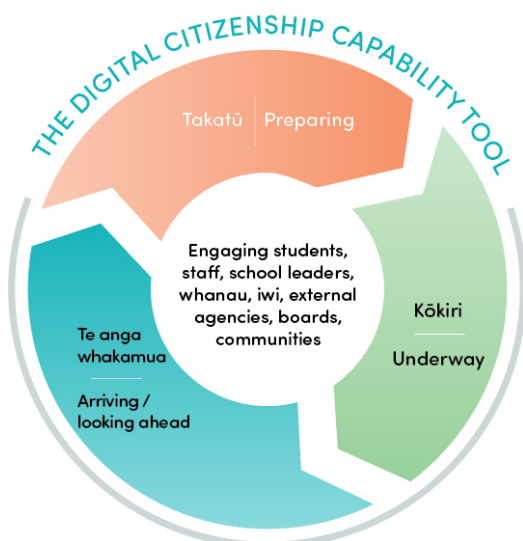
Takatū / Planning (scanning / focusing / developing hunches): To prepare for a journey.

Kōkiri / Underway (learning / taking action): To move forward as a group. To champion, promote, advocate, lead.

Te anga whakamua / Arriving and looking ahead (checking): Plan next steps. Focus towards the future.

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Whatever review/pakirehua framework you use (Teaching as inquiry; Spirals of Inquiry (Timperley et al., 2014 and so on), **use the Netsafe Digital Citizenship Capability Review Tool as you are scan and focus on priorities, plan actions, check on impact after taking action.**

Ngā tūtohu tukanga – Effective practices

The capability review tool uses indicators to describe the areas of development that are crucial to digital citizenship and online safety. They are organised across seven **Key Areas** in schools/kura.

- Ākonga **— Students**
- Mahi ngatahi — **Partnerships**
- Kaitiakitanga — **Stewardship Board of Trustees**
- Haututanga — **Leadership**
- Marau —**Curriculum**
- Te tu maia —**Professional Confidence**
- Te aromatai —**Inquiry and Review**

Examples of effective practice are provided as suggestions. These examples may help in the thinking and planning for 'next steps' once schools/kura/Communities of Learning have gained a 'snapshot' of where they are, and where they want to go next.

The examples are by no means an exhaustive or complete list, and many excellent examples of effective practice happen within schools/kura which may not be covered under the given examples.

Ākonga/students and their whānau/families are crucial to the effectiveness of the digital citizenship and online safety learning opportunities being offered.

Making a 'best fit' judgement | From 'foundation' to 'extension'

Educators who create space for ākonga to share their insights and lead initiatives are likely to sustain powerful, student-centred digital environments. Hart's Ladder and Shier's

[Pathways to Participation](#) are two models that can be useful when developing and reviewing youth participation projects.

The review tool invites you to make a 'best fit' judgement about where you currently fit in terms of the effective practices. Broadly, the examples that can help guide judgements align to the Hart's Ladder model as follows:

- **Foundation**: Young people are informed, consulted and invited into adult-led shared decision making (Rungs 4-6)
- **Extension**: Young people lead and initiate action; they share in the decision-making with adults (Rungs 7-8)

Ngā Mātāpono – Principles

Digital citizenship has many definitions and is understood in different ways around the world today. At its core, shared principles help describe what is important in the relationship between the technology, the wellbeing of citizens, and the contexts in which these come together.

Concepts related to digital citizenship are further described in Netsafe's paper [Digital Citizenship for Education: From literacy to fluency to citizenship (2016).](#)

Netsafe advocates for the following six principles to underpin approaches to the development of digital citizenship and online safety in schools/kura and their communities.

- **Ako** — Young people are "active agents" in the design and implementation of digital citizenship, including approaches to online safety;
- **Whanaungatanga** — An inclusive and coherent home-school-community approach is central to the development of digital citizenship and online safety;
- **Manaakitanga** — Approaches to digital citizenship and online safety are inclusive, responsive and equitable in design and implementation;
- **Wairuatanga** — Digital citizenship positively contributes to the development of wellbeing and resilience enabling safer access to effective learning and social opportunities;

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- **Mahi tahi** — Digital citizenship development and management of online safety incidences are fostered through partnership approaches, coherent procedures and systems, and collaboration;

- **Kotahitanga** — Evaluation and inquiry underpin the ongoing design of digital citizenship approaches and online safety, based on broad evidence from children/tamariki and young people themselves, and their whānau.

It is important that educators draw on relevant and timely sources of information as they plan and review how well they are supporting digital citizenship and online safety development. The following link may be a starting point.

- [Netsafe Digital Citizenship and Online Safety Education Resources](#) - a kete of resources and information for all levels.

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APPENDIX 1
SELECTED REFERENCES UNDERPINNING THE KEY AREAS

The following references spotlight key research and policies that underpin the seven key areas in the review tool.

1	Ākonga – Students

- **ERO (2016a) Wellbeing Indicators based on research and inquiry 2013-2016 state five aspects are essential to the success of student wellbeing and learning success:**
  - Students are a powerful force in wellbeing and other decisions

- **Age is a critical factor in the degree of competency and knowledge** of technical tools and settings and use of these online, and is determined largely by the developmental stage of the user, with younger users demonstrating less capability than their older counterparts (Yan, 2006, 2009).

- The relationship between knowing how the Internet and technologies operate, and the social understandings that underpin safe online behaviour, is "unilateral and asymmetrical" (Yan, 2006, p. 427). Therefore, **it is critical that young people are given opportunities to develop "scientific" (Yan, 2006, p. 427) understandings of these tools**, to increase familiarity with cautions and options online (Livingstone & Smith, 2014; Yan, 2009).

2	Mahi ngātahi — Partnerships

- **"Caregivers, peers, schools and communities continue to play a crucial role in the development of young people's skills, values and knowledge of the online environment,** as many aspects of self are in flux during the early, mid and late adolescent stages, and not all influences are necessarily positive in the lives of young people" (Spielhagen & Schwartz, 2013; Strom& Strom, 2012).

- "Literature highlights the **critical impact that family, friends, and other organisations have** in shaping younger people's notions and perceptions about managing online environments and aspects of self" (Livingstone, 2015; Livingstone, Ólafsson, & Staksrud, 2013).

- There is some consensus that measures are most effective when **trust, caregiver participation, educational instruction, and some restrictive measures** are in place to support children and preteen as they develop conceptual maturity (Liu et al., 2013; Livingstone, 2014; Lwin et al., 2008; Yan, 2009).

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3 Kaitiakitanga / Stewardship

- NAG 5 (MoE)– Boards of Trustees are required to *"provide a safe physical and emotional environment for students"* and *"comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees"*.

- ERO (2016) Wellbeing Indicators based on research and inquiry 2013-2016 state five aspects are essential to the success of student wellbeing and learning success:
  - *Systems are in place and followed to respond to wellbeing issues*

- Harmful Digital Communications Act 2015 – The Harmful Digital Communications Act provides new mechanisms to help people take action to reduce the harm caused by harmful digital communications.

4 Hautūtanga / Leadership

- Leaders are responsible for ensuring *effective practice* across the school as seen in the **ERO School Evaluation Indicators:** based on underlying research of 'best practice' being outworked across a school – everyone and every area responsible.

- **ERO (2016a) Wellbeing Indicators based on research and inquiry 2013-2016 state five aspects are essential to the success of student wellbeing and learning success:**
  - Agreed values and vision underpin the actions in the school to promote students' wellbeing

- Risk-adverse environments limit development of **needed skills such as risk-assessment, adaptation, and resilience,** thus affecting aspects of maturity and placing limitations on individuals to learn to recognise and evaluate risks in order to seize opportunities (Livingstone & Smith, 2014).

  However, literature supports the need for developing specific and general skills and characteristics, that may **enable younger people to make considered choices and take evaluated risks both offline and online, in relation to the inter-connectedness of these contexts** (Webster, 2016)**.**

  This is particularly so if they are to develop a 'concern' for privacy, which is a key determinant in the degree of online disclosure (Liu et al., 2013), and in turn, is affiliated with negative encounters and risks online. **This task falls primarily on caregivers, schools, and organisations with invested interests in the welfare of young people.**

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5 | Marau / Curriculum

- **ERO (2016a) Wellbeing Indicators based on research and inquiry 2013-2016 state five aspects are essential to the success of student wellbeing and learning success:**
  - *The school's curriculum is designed and monitored for valued goals*

- **Sustained learning opportunities are more likely to have impact when compared to 'one-off' sessions by personnel such as police** (Jones et al., 2013).

- **Threading crucial messages of managing self online into broader contexts relevant to both online and offline contexts is more likely to hold rigor,** according to a recent summary of Internet child safety materials used by a large task force agency (Jones et al., 2013).

- **"…schools are encouraged to develop and provide learning opportunities**…that include technical competencies required to confidently manage online environments" (Webster, 2016).

- **"They (schools) also need to actively develop young people's understanding and social skills** that in turn, may aid them in negotiating social complexities, privacy, and safety online". (Webster, 2016).

6 | Te tū māia / Professional confidence

- **ERO (2016a) Wellbeing Indicators based on research and inquiry 2013-2016 state five aspects are essential to the success of student wellbeing and learning success: 'All students' wellbeing is actively monitored'.**

- **Schools can provide an effectual role** in supporting young people to develop the needed skills and literacies involved in managing online environments (Liu, Ang, & Lwin, 2013; McDonald-Brown, 2012).

7 | Te aromātai / Inquiry and review

- 'Character education' or life skills, are more authentic learning spheres that adopt the view that ones' life is a *single* domain which includes both offline and online contexts (Ohler, 2012). Education programs are more likely to succeed in growing the skills and attitudes needed if they include current technologies as learning tools, relational skills, and the values important to localized communities (Ohler, 2012). This approach advocates for students to become familiar with the opportunities and responsibilities accompanying technologies, that they might not only be users of the

tools, but question the application of them in partnership with their own values (Ohler, 2012).

- ERO (2016b) "Leadership of conditions for equity and excellence" includes implementation and review in the following:

  - Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching

  - Leaders establish a high level of coordination between pastoral care processes and curriculum

  - The usefulness of processes and procedures associated with traumatic or critical incidents are regularly reviewed with community and the response to each incident is evaluated

  - Leadership builds relational trust and effective participation and collaboration at every level of the school community

  - Leaders promote and model restorative practices that reflect a holistic view of each student and enhance wellbeing and learning

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