TECHNOLOGY EDUCATION IN NEW ZEALAND SECONDARY SCHOOLS: TIME TO REALISE FUTURE-FOCUSED AND INNOVATIVE PRACTICES

Liz Reinsfield
21 November, 2017
NZARE Conference: Hamilton
A future focused approach to education
(Leggat, 2016; MoE, 2016; OECD, 2015).

Education for the future

Inclusive of digital pedagogies

Learner-centred and in flexible teaching spaces

Respond to student need; Foster critical and creative thinking skills
Overview

Vision: Confident, connected, actively involved, lifelong learners

Values: Innovation, inquiry, curiosity, integrity, respect

All key competencies

Principles: Learning to learn, coherence and future focus.

E-learning and pedagogy (p. 36)

2007

Biotechnology

Control

Food

ICT

Structures

2016

Computational thinking for digital technologies

Designing and developing digital outcomes

Designing and developing material outcomes

Designing and developing processed outcomes

Design and visual communication

Three strands: Technological Practice; Nature of Technology; Technological Knowledge
The tensions...

**Perceptions**
- Attitudes about the role of technology education
- Values
- Objectives

**Dominant discourse**
- Community expectations
- Historicity
- Leadership
- Professional learning

**Interpretation & Practice**
- Meaning making
- Specialist content knowledge versus curriculum knowledge
- Tech. Practice
The schools and participants

Data collection spanning 18 months
Case study  
To represent how technology education is enacted in two schools

Observational
Lesson and department meetings

Self report
Interviews and written reflections

Teacher-generated resources

Data analysis
Nvivo
Activity theory

Methodology
Partnership at an organisational level

Teacher

- Head of Faculty
- School leadership
- Community
- Students
Partnerships during professional learning
Lakeside Academy

I want to give them some really good examples...I think we are going to have people going off on the wrong tangent...When they start to waffle about something that’s not right, it’s no good arguing with them, or getting into conversations. You just move them on.

(Baseline Interview B, Line 276)
The purpose of this meeting is just to have a chat and really look for common understandings of what we do... So although I’m talking, I’m certainly not the leader and everyone’s opinion is valued and necessary. Questions, answers, concerns? Someone refresh me about the last meeting…

(Department Meeting 1, Line 23)
Ownership and change...

- Content driven
- Replication of outcomes
- Engagement with the curriculum
- Teacher centred
- Tech. practice
Threshold concepts

From knowledgeable other → directed to self-directed → adaptive

From problem solving → problem defining

From replication → deliberate teaching