

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

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NZARE Conference: Hamilton

Education for the future

A future focused approach to education

(Leggat, 2016; MoE, 2016; OECD, 2015).



Inclusive of digital pedagogies

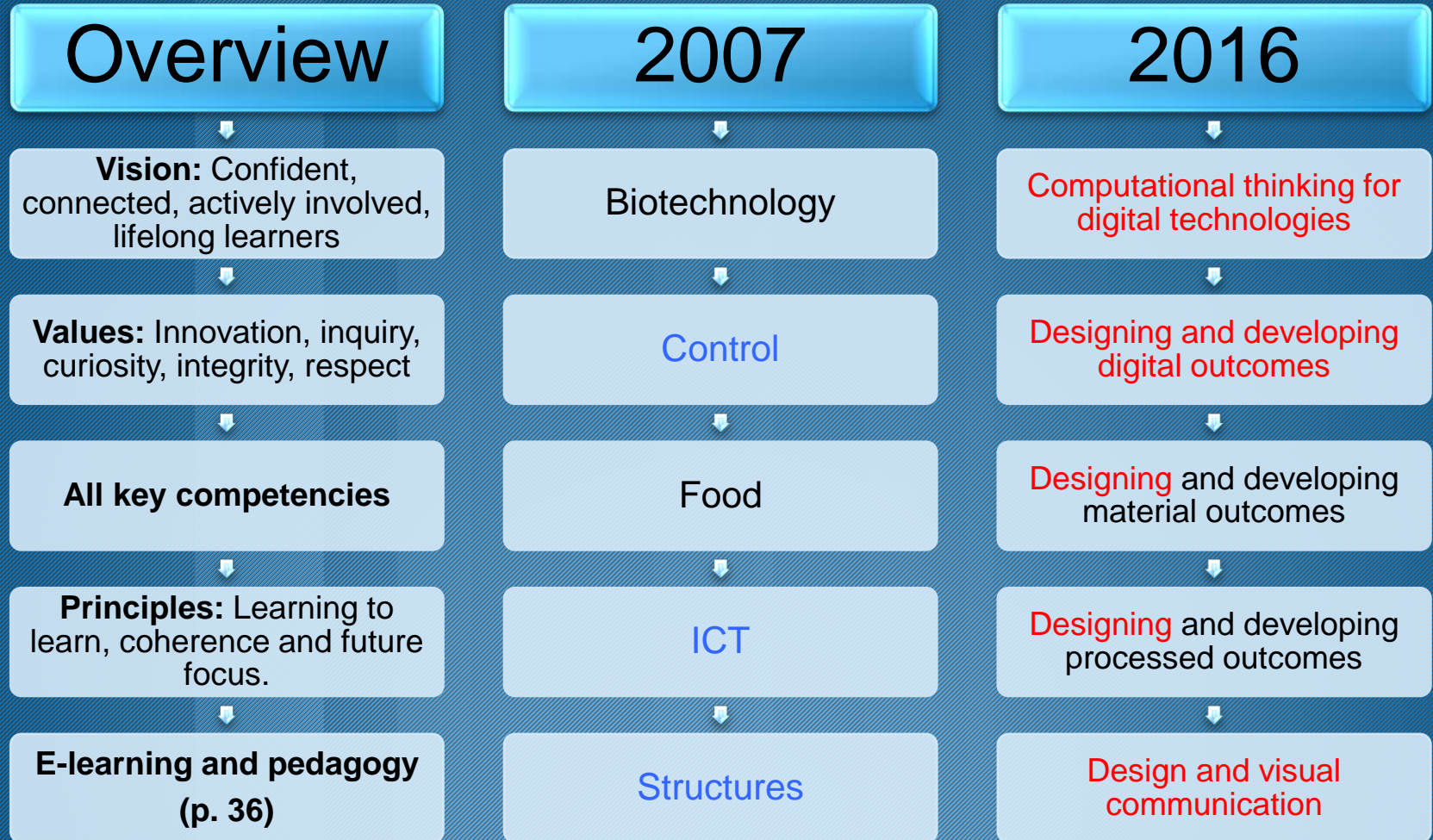


Learner-centred and in flexible teaching spaces



Respond to student need; Foster critical and creative thinking skills

Curriculum change or a different lens?



Three strands: Technological Practice; Nature of Technology; Technological Knowledge

The tensions...

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

Perceptions



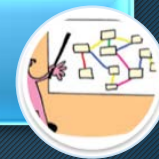
- Community expectations
- Historicity
- Leadership
- Professional learning

Dominant discourse



- Meaning making
- Specialist content knowledge versus curriculum knowledge
- Tech. Practice

Interpretation & Practice



The schools and participants



Lakeside
Academy



Bernadette



Helen



Mike



Greenhill
School



Alice



Colette



Graham

Data collection spanning 18 months

Methodology



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

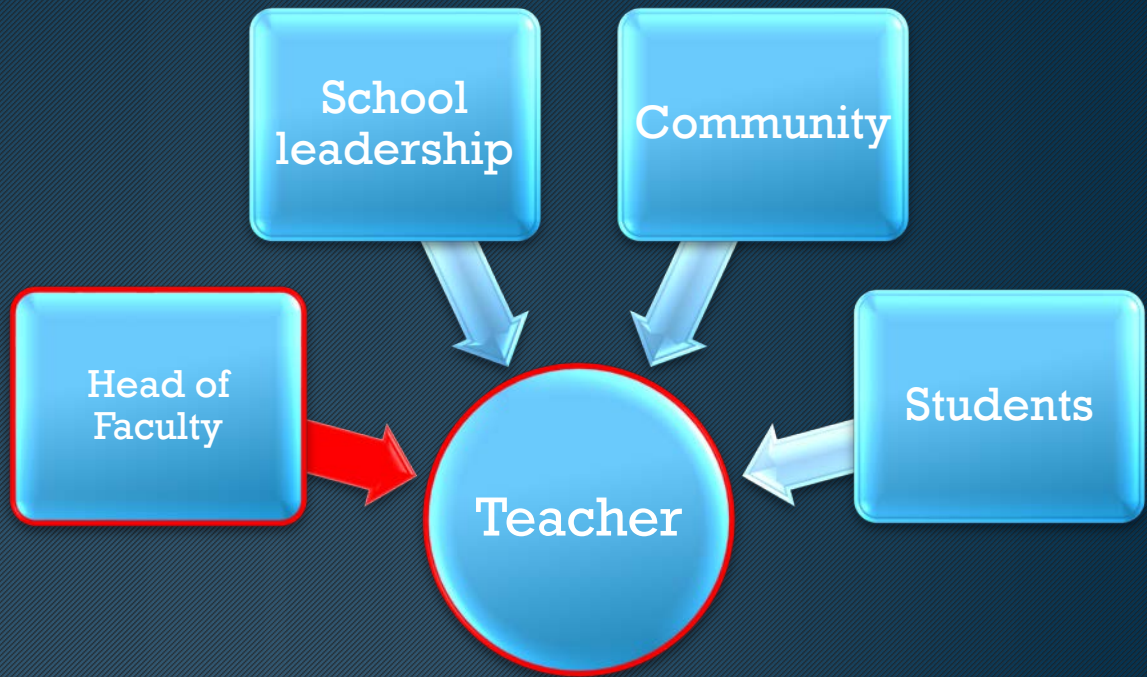


Data analysis

Nvivo
Activity theory



Partnership at an organisational level



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)



Partnerships during professional learning Greenside Academy

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...



Engagement with
the curriculum



Content
driven



Replication of
outcomes



Teacher
centred



Tech. practice

Threshold concepts

From knowledgeable other → directed to self-directed → adaptive

From problem solving → problem defining

From replication → deliberate teaching



Professional learning model

