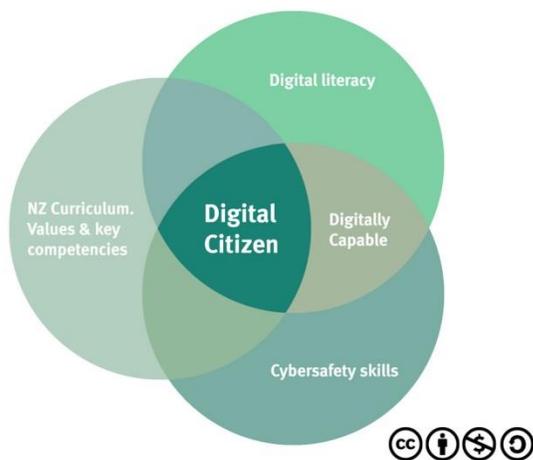# Digital Citizenship

Sustained technological and environmental changes mean that the concept of internet safety has fundamentally shifted since NetSafe last released a policy template. It has become clear that safety is no longer an exercise in protecting people from dangers online or reducing reputational risk for organisations like schools providing ICT services. Changes in the technology landscape mean that internet safety now plays a direct role in the practices of a digitally literate population. As more people and organisations conduct learning, commerce, relationships, and civic activities on the internet, they need to be confident that they are safe and secure in these practices. Internet safety has moved from protecting people and organisations to giving people the skills, knowledge and confidence to maximise opportunity online.

While boards have a role in guardianship and governance, schools have an obligation to provide students with the tools they require to function effectively in a digitally literate society. It is our belief that by supporting students to develop as successful digital citizens, schools are providing the best framework for learning the values, behaviours and skills required to contribute meaningfully in an increasingly online world while ensuring students have the knowledge and ability to successfully manage the inevitable challenges of the internet.

Digital Citizenship in New Zealand Schools.

NetSafe's model for defining digital citizenship recognises the importance of cybersafety skills, digital literacy and the Values & Key Competencies of the National Curriculum when building a model for supporting digital citizenship development in schools

Drawing from the Key Competencies and Values in the NZ Curriculum and the growing body of research knowledge, NetSafe has produced this definition of a New Zealand Digital Citizen:

- is a confident and capable user of ICT
- uses technologies to participate in educational, cultural, and economic activities
- uses and develops critical thinking skills in cyberspace
- is literate in the language, symbols, and texts of digital technologies
- is aware of ICT challenges and can manage them effectively
- uses ICT to relate to others in positive, meaningful ways
- demonstrates honesty and integrity in their use of ICT
- respects the concepts of privacy and freedom of speech in a digital world
- contributes and actively promotes the values of digital citizenship

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Digital Citizenship Policy

Rationale

Pukekohe East School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.

The Board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

Policy

Pukekohe East School will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Date policy adopted by the Board: ……………………………………………………………………………

Chairperson: ……………………………………………………………………………………………………

Date for review: …………………………………………………………………………………………………..

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