



 netsafe educator
Framework

A powerful roadmap in developing a culture of online safety, digital citizenship and wellbeing across the learning environment.



The Framework enables schools and kura to strategically develop their capability to provide a safe and secure learning environment for all ākonga.

The framework supports educators to undertake a review of their current position, inform their next steps and their longer term plans.

It does this by providing a framework so that leaders and kaiako can gauge current capability, identify areas for development, and track progress towards goals.

The framework draws on ERO's [Wellbeing For Success Indicators](#)¹, and the Education Council's [Leadership Capability Framework](#)² as a school-wide approach to help leaders and kaiako strategically map the 'what' and 'how', to deliver the 'why'.

To develop a strong culture of online safety, digital citizenship and wellbeing across the school or kura

¹wellbeingatschool.org.nz

²teachingcouncil.nz/assets/Files/Leadership-Strategy/Leadership_Capability_Framework.pdf

Developing Capability

Te piko o te māhuri, tērā te tupu o te rākau

The way in which the young sapling is nurtured (bent), determines how the tree will grow

Netsafe references three stages of growth to describe the beginning, growing and maturing aspects of capability. These stages provide indicative markers when reviewing where your school or kura may be at:

▲ **Te Kākano** / Emerging

The seedling, nurtured, loved, and cared for.

Committed to creating a culture that supports a safer online learning environment.

▲ **Tipu ma toro** / Establishing

From the seed, it grows and prospers.

Developing a culture that is evident across the kura or school which reflects a pro-active approach to developing online safety, citizenship, and wellbeing initiatives.

▲ **Te Puāwaitanga** / Extending

It blooms, flourishes, and displays its strength in its maturity.

An established culture is reflected across the school and kura, and effective practice is shared with Kāhui Ako, or other schools and kura.

We acknowledge the support with the whakataukī and Te Reo that captured the process of growth with kura:

Te Ara Whānui
Kura Kaupapa Māori
ō Ngā Kōhanga Reo
ō Te Awa Kairangi



The Netsafe Educator Framework seven domains

The seven domains below are core, as processes of change and growth in developing school-wide capability.

- 1 **Ākongā** / Students
- 2 **Mahi ngātahi** / Partnerships
- 3 **Kaitiakitanga** / Stewardship
- 4 **Hautūtanga** / Leadership
- 5 **Marau** / Curriculum
- 6 **Te tū māia** / Professional confidence
- 7 **Te aromātai** / Inquiry and Review

Indicators of processes for effective practice

These are indicators that describe what processes for effective practice are, in alignment with each of the seven areas across the school or kura to increase capability of the whole school and community.

Examples of indicators of effective practice

Examples are provided for each indicator of what the Establishing and Extending stages can/could look like within the learning context for leaders, kaiako, ākongā, whānau, community, Board of Trustees (BoT), and inquiry and review.

Framework | Current position statements

These are the three stages of growth to help those involved in the review make a judgement about their current capability in each area and provide the basis for measuring progress or planning next steps.

Descriptors for each stage:

▲ **Te Kākano** / Emerging

Areas of focus have been identified and marked as a priority as the school or kura looks to develop effective practice. Indicators marked as Emerging should be considered high priority areas for your school or kura.

▲▲ **Tipu ma toro** / Establishing

Approaches across the school or kura are defined and documented. You have policies and procedures in place. You have implemented the basics but could adjust or add activities to make your approach more proactive, sustained, and strategic. You could involve deeper participation with ākongā, whānau, and kaiako in activities and initiatives.

▲▲▲ **Te Puāwaitanga** / Extending

Planning is proactive. Policies and procedures are well-defined, documented and clearly communicated across the school or kura community. Your approaches are planned with kaiako, ākongā, and community in mind, and there are regular opportunities for them to lead or contribute. Reviewing and improving practice is viewed as a strategic initiative.





How to use the Netsafe Educator Framework to undertake a review:

Actions

- Where possible, choose an approach where different voices can participate in the review e.g. SLT and leaders including a BoT representative, whānau representative, kaiako, and ākonga feedback.
- Select the stage of growth [Emerging; Establishing; Extending] that best reflects where your school or kura is at the time of review.
- Identify where current strengths are and how you can continue to develop or sustain initiatives.
- Establish what might be priorities for your school or kura this term, this year, or in the next year.
- Strategise how you might implement change and include the involvement of groups across the school or kura.



Ngā tūtohu tukanga / Summary of indicators across each domain

Ākonga Students	Mahi ngātahi Partnerships	Kaitiakitanga Stewardship	Hautūtanga Leadership	Marau Curriculum	Te tū māia Professional confidence	Te aromātai Inquiry & review
Ākonga are active partners in the developing, implementing, and reviewing of learning opportunities for online safety and digital citizenship that support positive wellbeing.	We foster and maintain partnerships with whānau, iwi and community to support ākonga in their use of digital technologies in positive and effective ways.	Our Board are informed and actively consider all statutory requirements in relation to our safe and secure use of digital technology.	We are strategic, pro-active, and responsive in our approaches, with expectations and plans in place to maintain safe and supportive learning environments and effective use of digital technology.	We develop online safety and digital citizenship knowledge, skills, and values across the curriculum.	We engage in professional learning to develop our capabilities and confidence to model online safety and digital citizenship in learning environments and with ākonga.	We inquire, review, and revise our plans for developing online safety and digital citizenship using a range of sources, information, and expertise.
Ākonga have voice and agency in leading and participating in initiatives that promote the positive use of digital technology, and peer-support systems.	We partner with external agencies to strengthen the support for ākonga's on-going safety and wellbeing.	Our Board ensures digital technology is used across learning environments by kaiako and ākonga in ways that consistently reflect our vision and values.	We maintain timely support for kaiako in their digital technology and online safety needs.	Ākonga learn about online safety and digital citizenship through collaborative, inclusive, and responsive approaches.	We embed online safety and digital citizenship knowledge, skills, and values into effective learning programmes for ākonga.	Our online incident procedures are reviewed on a regular basis and after incidents to help inform our response and practice.
Ākonga understand how and where to get support and advice that is effective in addressing their online safety needs.		Our Board ensures equitable access to digital technology and learning opportunities for all ākonga.	Our policies and procedures follow current guidance in relation to online incident response.		We can identify potential online risks to our ākonga and take steps to mitigate these, and respond appropriately to any incidents.	We partner with our community to understand how ākonga engage with and experience digital technology.
			Our infrastructure and systems are maintained and promote the safe and positive use of digital technology.			

Ākonga / Students

Indicators of effective practice	Examples of activities to guide you in making a 'best fit' judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲ Tipu ma toro Establishing	▲ Te Puāwaitanga Extending	▲	▲	▲
Ākonga are active partners in the developing, implementing, and reviewing of learning opportunities for online safety and digital citizenship that support positive wellbeing.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> • Ākonga understand their responsibilities around using digital technology and online spaces in safe and responsible ways. 	<ul style="list-style-type: none"> • We create ākonga teams to lead online safety initiatives and support peers. • We identify ākonga and community's views on digital technology use and wellbeing. • Our digital citizenship and online safety activities are mapped to our school or kura values and vision. • Our ākonga involvement is authentic and embedded in our online safety and digital citizenship initiatives. • We have a deliberate focus on ākonga rights and responsibilities, and the importance of being inclusive of all. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ākonga have voice and agency in leading and participating in initiatives that promote the positive use of digital technology, and peer-support systems.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> • Ākonga participate in initiatives that promote the positive use of digital technology and online spaces. 	<ul style="list-style-type: none"> • We provide regular opportunities for ākonga to talk about what they need in relation to safety online, digital citizenship, or wellbeing aspects. • Our ākonga groups (e.g. student council, school leaders, etc) are trialling ways to promote positive online behaviour to peers. • We have an ambassador or leadership programme that is accessible for all students. • Our ākonga provide learning for other groups of ākonga, kaiako, whānau, and community. • Our ākonga use inquiry and design thinking to generate new initiatives across the school or kura. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ākonga understand how and where to get support and advice that is effective in addressing their online safety needs.	We haven't started in this area yet, or we are just beginning.	<ul style="list-style-type: none"> • Ākonga know how to access the support they need if they are involved in an online incident, or have related concerns. • We foster a 'safe telling' culture. 	<ul style="list-style-type: none"> • We have a confidential reporting system for ākonga. • Ākonga and community affirm that our reporting systems are working for them (e.g. via email, survey, focus group, peer feedback etc.) • We make sure ākonga know that they will be listened to when they make a report or reach out for support, and their views are central to the effectiveness of our reporting system, along with any changes needed. • Our care and support processes are visible and accessible for kaiako, ākonga and community. • We foster a 'safe telling' culture, including promoting peer support across the community. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Mahi ngātahi / Partnerships

Indicators of effective practice	Examples of activities to guide you in making a ‘best fit’ judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲ Tipu ma toro Establishing	▲ Te Puāwaitanga Extending	▲	▲	▲
We foster and maintain partnerships with whānau, iwi and community to support ākonga in their use of digital technologies in positive and effective ways.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We communicate with whānau and community to share why and how we use digital technology and online spaces safely, and whānau know who to contact at the school or kura if they have any queries about the use of these in learning environments. 	<ul style="list-style-type: none"> We regularly communicate with whānau and community and share why and how we use digital technology and online spaces for learning, whether at school or kura, or wherever learning takes place. Our policies and guidelines about the positive and safe use of digital technology and online spaces are developed in partnership with whānau and community. We share online safety tips and advice in newsletters, or other communication channels we use (e.g. Seesaw, other LMS, etc). Where possible, we provide these tips and advice in our community's language and context (e.g., hui, Netsafe Parent Toolkit in Samoan, Simple Chinese, Tongan, and Te Reo, etc). We have embedded restorative practices including the provision of learning opportunities where possible, to manage issues related to online safety and digital technology use. 	✓	✓	✓
We partner with external agencies to strengthen the support for ākonga's on-going safety and positive wellbeing.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We are aware of the external partner organisations to contact if an online incident occurs, and we document our process – e.g. Netsafe, NZ Police, other schools, social workers, mental health services and regional Ministry of Education (MoE) /Special response teams. 	<ul style="list-style-type: none"> We have communicated with our community as to which external partner agencies we may work with if an online incident occurs. We have well-established relationships and ways of working with external partner organisations who can help when an online incident occurs. Our documentation process is thorough and informs a review post-incident. 	✓	✓	✓
Ākonga understands how and where to get support and advice that is effective in addressing their online safety needs.	We haven't started in this area yet, or we are just beginning.	<ul style="list-style-type: none"> Ākonga know how to access the support they need if they are involved in an online incident, or have related concerns. We foster a 'safe telling' culture. 	<ul style="list-style-type: none"> We have a confidential reporting system for ākonga. Ākonga and community affirm that our reporting systems are working for them (e.g. via email, survey, focus group, peer feedback etc.) We make sure ākonga know that they will be listened to when they make a report or reach out for support, and their views are central to the effectiveness of our reporting system, along with any changes needed. Our care and support processes are visible and accessible for kaiako, ākonga and community. We foster a 'safe telling' culture, including promoting peer support across the community. 	✓	✓	✓

Kaitiakitanga / Stewardship

Indicators of effective practice	Examples of activities to guide you in making a 'best fit' judgement:			Tick to indicate your current progress position		
	▲ Te Kāhano Emerging	▲▲ Tipu ma toro Establishing	▲▲▲ Te Puāwaitanga Extending	▲	▲▲	▲▲▲
Our Board is informed and actively considers all statutory requirements in relation to our safe and secure use of digital technology.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> Our Board recognises it has a responsibility to maintain safe and effective learning environments. Our Board is aware of relevant legislation (e.g. NAG 5 responsibilities and its relevance to online safety, the Harmful Digital Communications Act 2015 and Health and Safety Systems for School). 	<ul style="list-style-type: none"> Our Board has a well-defined process and procedure for dealing with and reviewing online safety incidents. Our Board has a compliance checklist against the key legislation and asks 'how well are we doing/ how do we know?' Our Board supports rigorous and effective school online safety practices, and reviews how this is done. Our Board has a process in place for the Principal to report to the Board on how well the school or kura promotes safe, effective use of digital technology, as well as reviewing incident trends and patterns. Member(s) of the Board have dedicated interest areas in digital citizenship and online safety, as part of anti-bullying approaches, and advocate for initiatives that align to school or kura mission and values. 	✓	✓	✓
Our Board ensures digital technology is used across learning environments by kaiako and ākonga in ways that consistently reflect our vision and values.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> Our Board has the opportunity to develop their understandings of digital citizenship and online safety, and importance of these for all ākonga and kaiako. 	<ul style="list-style-type: none"> Our Board ensures our mission, vision and values promote ākonga and kaiako wellbeing, responsibility, and competencies when using digital technology and online spaces. Our Board ensures school or kura goals, plans and strategies include a focus on ākonga and kaiako wellbeing, and digital citizenship. Our Board reviews digital technology policies and incident information at least annually to identify trends, opportunities, and current challenges. Our Board actively pursues latest information and knowledge about online safety practices and digital citizenship approaches. 	✓	✓	✓
Our Board ensures equitable access to digital technology and learning opportunities for all ākonga.	We haven't started in this area yet, or we are just beginning.	<ul style="list-style-type: none"> Our Board understands the value of technology as a tool to support learning. Our Board reviews and supports plans to purchase/ provide digital technologies for all ākonga. 	<ul style="list-style-type: none"> Our Board actively seeks and engages ākonga views on the safe use of digital technology and online spaces and the alignment of digital citizenship. We have a deliberate focus on ākonga who may be underserved or vulnerable and connect with their whānau. 	✓	✓	✓

Hautūtanga / Leadership

Indicators of effective practice	Examples of activities to guide you in making a 'best fit' judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲▲ Tipu ma toro Establishing	▲▲▲ Te Puāwaitanga Extending	▲	▲▲	▲▲▲
We are strategic, pro-active, and responsive in our approaches, with expectations and plans in place to maintain safe and supportive learning environments and effective use of digital technology.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We have policies and guidelines related to the use of digital technology and online spaces in learning environments. 	<ul style="list-style-type: none"> Kaiako, ākonga, and our community are involved in the co-creation of policies, procedures, and agreements or guidelines around the safe and effective use of digital technology and online spaces used for learning. Our policies and guidelines are promoted and shared across the community. Our expectations align to values and vision for our curriculum and community. The Education Council 'Our Code, Our Standards Code of Professional Responsibility and Standards for the Teaching Profession is understood by all kaiako in relation to the use of digital technology and online spaces. We manage and review our use of online spaces effectively, e.g. school or kura social media pages. Digital incidents are addressed as part of a broader strategy to address bullying, rights and responsibilities, and wellbeing. Our disciplinary procedures are part of a more comprehensive response such as promoting positive behaviours. 	✓	✓	✓
We maintain timely support for kaiako in their digital technology and online safety needs.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We provide professional learning focused on the safe and effective use of digital technology for our kaiako. 	<ul style="list-style-type: none"> We are deliberate in asking kaiako what they need in terms of digital literacy skills, digital citizenship, and online safety. We have a dedicated, needs-based professional programme in place to support online safety and digital citizenship development. We have identified our kaiako who can support and develop the e-capabilities of other kaiako. We identify and address barriers for kaiako in their safe and effective use of digital technology. We have deliberate korero about, and pay attention to kaiako wellbeing in relation to, digital technology. 	✓	✓	✓

Hautūtanga / Leadership *continued*

Indicators of effective practice	Examples of activities to guide you in making a ‘best fit’ judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲ Tipu ma toro Establishing	▲ Te Puāwaitanga Extending	▲	▲	▲
Our policies and procedures follow current guidance in relation to online incident response.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We have documented procedures to respond to digital-related incidents when they occur. We record all online incidents on a register and respond to ākongā needs in a timely and consistent manner. 	<ul style="list-style-type: none"> We understand there is a relationship between online safety, learning, and the wellbeing of ākongā. We have documented effective procedures to respond to digital-related incidents when they occur and review these regularly. We record all online incidents on a register and respond to ākongā needs in a timely and consistent manner. We have kaiako who are familiar with national guidelines and ensure these are implemented, and lead online safety and digital citizenship initiatives (this may be part of a wider role related to a anti bullying team or wellbeing/pastorals roles). We draw on resources to guide processes, learning, and wellbeing. Our kaiako are up to date with the most effective ways to address online safety and digital citizenship with young people. Nominated kaiako analyse incident data to look for patterns of strength/improvement. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Our infrastructure and systems are maintained and promote the safe and positive use of digital technology.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> The safety of our ākongā and kaiako are at the forefront of the design and implementation of our digital technology infrastructure and systems. 	<ul style="list-style-type: none"> Our resourcing and security plan is reviewed across the year to ensure we have appropriate supports in place. For example filtering, firewalls, password management, data back-up, review & management of digital platforms used, HR/IT support & oversight of devices on school networks. We plan our approaches with the understanding that online/offline, home/school are converging as devices become ubiquitous, and learning occurs in different spaces. We have clear privacy guidelines, and consent is sought on the use of digital information, images and content stored on digital devices and shared in online spaces. We keep up to date with information from external organisations about the safe and secure use of digital technology e.g. Netsafe, Enabling e-Learning, Network for Learning (N4L). 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Marau / Curriculum

Indicators of effective practice	Examples of activities to guide you in making a 'best fit' judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲▲ Tipu ma toro Establishing	▲▲▲ Te Puāwaitanga Extending	▲	▲▲	▲▲▲
We develop online safety and digital citizenship knowledge, skills, and values across the curriculum.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We provide opportunities for all ākonga to develop online safety knowledge and skills, along with digital citizenship and wellbeing. Our ākonga graduate profile acknowledges the importance of developing capable and confident digital citizens. 	<ul style="list-style-type: none"> We regularly engage with ākonga to understand their needs, prior experience, and knowledge of digital technology in a range of ways (e.g. korero, surveys, peer focus groups etc). Online safety, digital citizenship, and wellbeing are embedded within our curriculum and are increasingly aligned to the Key Competencies, our vision, and values. We have identified key areas in the curriculum where deliberate support is needed to enable all ākonga to access learning using digital technology in safe and effective ways. Our digital citizenship-related activities are on-going, age-appropriate, and authentic and address online safety needs wherever learning is taking place (school or kura, home, etc) We partner with ākonga and share the responsibility for promoting positive and responsible use of digital technology and online spaces. Kaiako and ākonga take advantage of 'teachable moments' in the curriculum related to digital challenges and current issues to explore options or resolutions. Our kaiako use a range of online safety and digital citizenship resources available online. Our school or kura demonstrates integrity and respect in how we use digital technology and online spaces (E.g. copyright, IP, attribution, downloading, etc) 	✓	✓	✓
Ākonga learn about online safety and digital citizenship through collaborative, inclusive, and responsive approaches.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> Our school or kura provides some opportunities for developing online safety and digital citizenship activities with ākonga. 	<ul style="list-style-type: none"> Our online safety and digital citizenship activities model effective learning practices. Our online safety and digital citizenship activities start with current skills/experience/knowledge of our ākonga, and we invite collaboration and offer learning opportunities to apply competencies as they develop. We develop our digital citizenship and online safety activities with our ākonga. Ākonga have regular opportunities to talk about and shape their online experiences together. Ākonga use an inquiry-based model to explore what they need to learn in relation to skills, knowledge, and values in digital citizenship and online safety. 	✓	✓	✓

Te tū māia / Professional confidence

Indicators of effective practice	Examples of activities to guide you in making a 'best fit' judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲▲ Tipu ma toro Establishing	▲▲▲ Te Puāwaitanga Extending	▲	▲▲	▲▲▲
We engage in professional learning to develop our capabilities and confidence to model online safety and digital citizenship in learning environments and with ākonga.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We have discussed ethics and standards and their application in our approach to the safe and effective use of digital technology and online spaces used for learning, and wherever the learning takes place. We provide support for kaiako wellbeing in the use of digital technology, including when incidents occur. 	<ul style="list-style-type: none"> We regularly provide programmes for professional learning related to the safe and effective use of digital technology and online spaces used in learning and teaching. Our nominated kaiako lead and support their peers. We draw on external support/facilitation as required. Kaiako model powerful digital technology-related practices and provide any needed support for others. Kaiako engage in self-review to identify any digital technology development needs based on ākonga needs. Kaiako collaborate with others in/beyond school or kura (online, Kahui Ako, relevant events, etc) to strengthen their knowledge, develop planning, and increase resource base. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We embed online safety and digital citizenship knowledge, skills, and values into effective learning programmes for ākonga.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We understand what digital citizenship is and how it relates to our vision, curriculum, and graduate profile. Some learning opportunities are offered across the year to groups of ākonga. 	<ul style="list-style-type: none"> Digital citizenship and online safety is seen as an enabling approach that removes barriers to learning and promotes wellbeing. We can identify purposes for using digital technology and online spaces, and opportunities to explore online safety and digital citizenship in the context of learning. Ākonga digital awareness, safety and wellbeing is regularly monitored and reviewed by kaiako informally and formally. Ākonga and kaiako partner to create opportunities for learning about positive uses of technology as part of the learning wherever this occurs, and in the wider community. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We can identify potential online risks to our ākonga and take steps to mitigate these, and respond appropriately to any incidents.	We haven't started in this area yet, or we are just beginning.	<ul style="list-style-type: none"> We identify possible issues/risks related to ākonga use of digital technology and online spaces. We respond to any online incident that occurs and resolve in appropriate ways. 	<ul style="list-style-type: none"> We are aware of ākonga who may need specific support or advice and respond accordingly. We have nominated kaiako to support issues related to online safety and wellbeing. Our processes enable prompt identification of issues or incidents and referral to a lead team member, and if any patterns emerge, we address these proactively. When issues arise we immediately remove the risk to ākonga involved, and the school or kura where possible. Our incident response processes include clear, on-going communication with ākonga, their whānau and external agencies as required. When an incident occurs we provide on-going monitoring and support as needed. Ākonga and kaiako engage in regular korero and activities designed to promote a community approach to positive behaviours online. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Te aromātai / Inquiry and review

Indicators of effective practice	Examples of activities to guide you in making a ‘best fit’ judgement:			Tick to indicate your current progress position		
	▲ Te Kākano Emerging	▲ Tipu ma toro Establishing	▲ Te Puāwaitanga Extending	▲	▲	▲
We inquire, review, and revise our plans for developing online safety and digital citizenship using a range of sources, information, and expertise.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We have a documented plan to develop online safety and digital citizenship in our school or kura which covers all aspects of building and maintaining a safe environment for kaiako, ākonga and community, and developing safe and positive online behaviours. 	<ul style="list-style-type: none"> We have an annual review of our digital citizenship and online safety initiatives. The review covers how we're doing against our objectives and actions for improvement. The review considers how we assess ourselves and gathering insights/feedback from our school community (e.g. using the Netsafe Educator Framework). Ākonga and community are actively engaged in aspects of the review process. We identify key sources of information available across our school or kura community that help us analyse and review our approaches to digital citizenship and online safety learning (e.g. surveys, incident records, focus groups) Our review feeds directly into our forward planning, development, and implementation of next initiatives. We report progress and next steps to the lead team, Board and community at least annually. We have deliberate focus on finding out what is happening for ākonga who may be underserved or vulnerable. We involve other schools or kura (Kāhui Ako or cluster approach) in a community-wide approach to online safety and digital citizenship. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Our online incident procedures are reviewed on a regular basis and after incidents to help inform our response and practice.	We haven't started in this area yet, or, we are just beginning.	<ul style="list-style-type: none"> We review our incident response procedures after serious online incidents occur. We ensure all school or kura documentation, policies and procedures reflect current effective practice and guidance from external agencies. 	<ul style="list-style-type: none"> We improve our responses to digital-related incidents as required. Our review and feedback includes ākonga and our community's views. We identify where patterns of response to incidents might be addressed proactively through learning opportunities and whole-school initiatives with ākonga. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
We partner with our community to understand how ākonga engage with and experience digital technology.	We haven't started in this area yet, or we are just beginning.	<ul style="list-style-type: none"> We consider how ākonga and their whānau experience digital technology in our online safety planning process. 	<ul style="list-style-type: none"> We survey, and engage with our community to talk about how ākonga and their whānau experience digital technology, and any needs arising. We provide regular opportunities for ākonga, whānau and community to understand what initiatives are happening in relation to how digital technology and online spaces are used by our ākonga for learning, with safety at the fore. Community feedback is used to inform our processes, progress, and next steps. 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Planning next steps / Outcomes into action

Planning next steps Record what priorities emerged from the review under the seven domains below	What initiatives or activities could you plan for	Who is responsible or should be involved	What type of support is needed	Review date
Ākonga / Students				
Mahi ngātahi / Partnerships				
Kaitiakitanga / Stewardship				
Hautūtanga / Leadership				
Marau / Curriculum				
Te tū māia / Professional confidence				
Te aromātai / Inquiry and Review				

