

# Digital Citizenship Analysis Tool

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## Introduction:

This tool is designed to examine the different aspects of your school's Digital Citizenship agreement. It examines the intended purpose and audience, implementation, resources and processes that implement your policies and the level of involvement from the different aspects of the school community – students, staff and the wider community (parents, boards of trustees etc.).

## Purpose:

What are the **outcomes** you want to achieve for Digital Citizenship within your school?

Does your Digital Citizenship agreement or policy, as it is currently constructed, cover the **key outcomes** you have identified above?                      Yes    No

Match outcomes to elements of your agreement and identify the areas of weakness

## Audience

What are the **ages of students** you are targeting? (please circle)

<b>Age:</b>	K-0-1-2-3-4-5-6-7-8-9-10-11-12-13-Post Secondary
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Do you have **specific documents** for **different age groups**? Yes    No

Is the **language** of the agreement or documents **suitable** for the target audience?  
 (Readability index - <http://www.niace.org.uk/misc/SMOG-calculator/smogcalc.php#> )  
 (Lexile Scale - <http://www.lexile.com/>)

## Implementation

How do you **implement** the agreement or principles into the school?  
 (Consider training for students, staff, community, process, resources etc)

How **often** is the agreement or the policies that the agreement represents used in **community, school and classroom activities**?

	Never	Once a year	Once a term	Once a week	Daily	Every lesson
Classroom						
School wide						
Community						



## Monitoring and Consequences

How do you **monitor use** within your school? What **mechanisms** do you have in place?

Please consider, tools, processes and frequency

What **reporting structure** do you have in place to deal with unacceptable online materials or actions? Is it the same as other inappropriate behaviours?

What are the **consequences** that you have in place to deal with inappropriate online behaviour?

Do the consequences for “**virtual**” activities correspond to “**real**” activities? Yes No

## Review and Evaluation

How **frequently** do you **review** your Digital Citizenship agreement and related policies?

<b>Review cycle</b>	Never	4-5 years	2-3 years	Annually
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**How** do you **review** your agreements and policies?

What **process** do you have in place to **implement** the results your review?

## Community Involvement

What level of community **buy-in** and involvement do you have in your digital citizenship program?

Were all of the **stakeholders** involved (Students, staff, Whanau and wider community)?

### Holistic community involvement

Level of participation in	No	Little	Some	Integral
Development: Students Teacher Wider Community				
Implementation and training: Students Teacher Wider Community				
Access and Filtering: Students Teacher Wider Community				
Monitoring and use: Students Teacher Wider Community				
Review and reflection: Students Teacher Wider Community				

What **mechanisms** do you have in place to **facilitate input and participation**?