



Supporting the Implementation of Digital Technologies in Disadvantaged Australian Schools: Case Study Findings

Background

The Digital Technologies in Focus project was designed to support the implementation of the Digital Technologies curriculum in Australia's most disadvantaged schools. A team from Deakin University School of Education was commissioned to undertake a three-year close-up case-study of six participating schools.

Key Findings

Challenges for disadvantaged schools

- Inconsistent student attendance and complex well-being issues
- High turnover of leadership and teaching staff
- Generational histories of underfunding
- Spasmodic and inconsistent resourcing
- Material challenges of infrastructure and equipment
- Competing programmatic commitments

Outcomes and impacts of Digital Technologies in Focus

- Positive outcomes for student engagement, inclusion and achievement
- Enhanced teacher professional knowledge and practices
- Development of strategic documents and resources
- Development of innovative, design-based pedagogies

Successful features of the Digital Technologies in Focus

- Providing generous access to curriculum experts
- Partnering with school leaders to support reporting
- Enabling diverse models of teacher professional learning
- Promoting teacher reflective practice
- Providing support to differentiate and enrich curriculum and pedagogy
- Stimulating the activation of community knowledges
- Supporting school change

Key strategies for schools to promote success through Digital Technologies

- Aligning Digital Technologies curriculum with General Capabilities and Cross-cultural Priorities
- Engaging local community knowledge and external expertise
- Embedding Digital Technologies into whole school resourcing and reporting plans
- Providing time and resources for ongoing teacher professional learning
- Providing point-of-need professional supporting
- Establishing reliable infrastructure and inspiring equipment