

## Information Update: Advice on digital fluency requirements to inform curriculum development

<b>To:</b>	Hon Erica Stanford, Minister of Education		
<b>Cc:</b>			
<b>Date:</b>	11 June 2025	<b>Priority:</b>	Medium
<b>Security Level:</b>	Unclassified	<b>OC No:</b>	OC01757
<b>Key Contact:</b>	Jann Marshall	<b>DDI:</b>	
<b>Deputy Chief Executive:</b>	Jann Marshall	<b>DDI:</b>	

### Request

Is there any advice that NZQA can provide on digital fluency requirements that could be informing MOE curriculum development currently underway?

Does the description in the English learning area between years 4 and 8 give enough emphasis, direction, and detail to support students with the skills they need to type fluently in an online assessment? Should we be teaching students to touch type?

### Information

To ensure students are digitally fluent in the future, they will need a well-rounded set of technical, cognitive, and social-emotional skills. Our view is that these broad, transferable skills should be developed in a cross-curricular approach (rather than in any one specialist area), supporting lifelong learning and adaptability in a digital world for all students.

So that students are well prepared for current and future digital assessment, and more generally a future that will require high levels of digital literacy, key aspects of digital literacy should be considered, which for phase 5, may extend to digital fluency.

We have interpreted:

- **Digital literacy** as a focus on using digital tools which includes:
  - the ability to use, understand, and evaluate digital information and technology effectively in various contexts, from personal to professional settings
  - a range of skills, including accessing, managing, and sharing information
  - critical thinking about digital media.
- **Digital fluency** to encompass and go beyond basic digital literacy, with the ability to:
  - confidently and successfully navigate online spaces and use digital tools
  - create and innovate using technology
  - use digital tools for problem-solving, collaboration, and communication.

*Key digital fluency skill areas include:*

- i. Core Digital Skills

- digital literacy
  - information literacy
  - cybersecurity awareness
- ii. Higher-Order Thinking Skills
  - computational thinking
  - data literacy
  - digital content creation
- iii. Collaboration and Communication
  - digital communication
  - collaboration in digital environments
- iv. Digital Citizenship
  - ethical use of technology
  - cultural and global awareness
- v. Adaptability and Lifelong Learning
  - technical agility
  - critical thinking in digital contexts

*Student readiness for digital assessment*

To ensure students are well-prepared for digital assessments, we prioritised collaborating with the vendor to develop an intuitive digital assessment platform. Our goal, and a key principle, was to avoid any functionalities that might create barriers for students in accessing and responding to external assessments.

As we continue to develop the platform, and future assessment design, students are likely to benefit from understanding and utilising basic computer skills, such as using software, browsing the web, and creating digital content. Key digital skills and knowledge include:

- competent keyboarding skills
- ability to read on-screen text, images, graphics
- constructing and using tables and spreadsheets, including simple formulae
- understanding applications and how to use them in context
- understanding palettes and menus to select and apply appropriate tools and applications
- appropriate and effective use of AI.