



Horizon Research

Teachers survey

November 2018

Completed for Copyright Licensing NZ



Contents

| | |
|---|----|
| EXECUTIVE SUMMARY | 1 |
| 1. ELECTRONIC DEVICES | 5 |
| 1.2 Use of electronic devices by students and teachers in BYOD programmes | 7 |
| 2. CURRICULUM RESOURCES | 9 |
| 2.1 Who is responsible for selecting new curriculum resources and creating, adapting or updating existing resources | 9 |
| 2.2 Estimated average time spent per week managing curriculum resources..... | 12 |
| 3. METHODS USED TO DELIVER CONTENT IN CLASSROOMS | 16 |
| 3.1 Content delivery methods used | 16 |
| 3.2 Content delivery methods used most often | 19 |
| 3.3 Frequency of distributing print and digital content..... | 21 |
| 4. MATERIAL SOURCES | 23 |
| 4.2 Finding new teaching materials | 24 |
| 4.3 Frustrations and challenges in finding new resources..... | 25 |
| 4.4 Ideas for New Zealand publishers..... | 27 |
| 4.5 Checks on licensing terms before copying material | 29 |
| APPENDIX 1 – SAMPLE PROFILE | 31 |
| APPENDIX 2 – KEY TABLES..... | 37 |

EXECUTIVE SUMMARY

Introduction

This report summarises the results of a survey conducted among 473 New Zealand teachers i.e. primary, intermediate, secondary, wharekura or kura kaupapa teachers currently teaching in New Zealand. The survey results are unweighted and have an overall margin of error of $\pm 4.5\%$.

The core of the survey covers the same areas as in 2016 and 2015:

- “Bring your own device” (BYOD) implementation and the uses for electronic devices in schools;
- Purchasing of teaching resources and content delivery in classrooms;
- Teaching material sources;
- Responsibility for decisions on content, workbooks and textbooks; and
- Checks made by teachers or the school on licensing terms before copying material

Additional question areas in the 2018 survey cover:

- Who is responsible for creating, adapting and updating curriculum materials;
- Methods used to maintain the inventory of curriculum resources; and
- The percentage of school expenditure on New Zealand content, workbooks or textbooks

Some questions asked in 2015 and 2016 were no longer asked in 2018:

- Classes where “bring your own device” programmes had been implemented;
- Awareness, registration and use of Pond;
- Most preferred content delivery methods;
- How much their school spent on content, workbooks or textbooks in the past 12 months;
- The percentage of the content used in their classroom purchased by the teacher or by the school;
- Some questions on NZ content - how much of what teachers currently teach requires content that is New Zealand specific and/or presented in a New Zealand context and teachers’ preferences to use NZ specific content; and
- Teachers’ assessment of students’ preferred material sources.

BYOD Programmes and Use of Electronic devices

In the 2018 survey 47% of respondents said their school currently has a BYOD programme, a little lower than recorded in the 2016 survey (53%). In addition, 10% of respondents were planning to implement a BYOD programme in the future giving a predicted total of 57%. These results are considerably lower than recorded in the 2016 survey where 53% said they already had a BYOD programme and 18% said they would put in place a programme in the future, giving a predicted total of 71%.

Secondary schools were the most likely to have a BYOD programme with implementation generally greater in schools with a decile rating of 4 or over, with 62% of decile 8 to 10 schools having a BYOD programme. Smaller schools with 100 or less pupils are less likely to have

implemented a BYOD programme (21% only). Implementation of these programme is highest in Canterbury and Wellington/Wairarapa.

Chromebooks are the most common device used by students (40%) followed by laptops (21%). By contrast, teachers strongly favour using laptops (80%). Respondents reported a relatively high usage of smartphones in low decile schools. By contrast, students from high decile schools were significantly more likely than lower decile schools to use iPads and Chromebooks. Chromebooks are most popular at primary schools whereas laptops are more popular at secondary schools

The teachers surveyed indicated that these electronic devices are or will be used for a broad range of purposes by students:

- learning – collaborative, interactive, inquiry
- subject research/internet searches/accessing websites
- note taking and recording
- accessing school information, resources, intranet, textbooks, apps
- assignments and assessments
- general class work and homework
- Google – Classroom, Docs and Drive
- creating and viewing documents, presentations, video, photos;
- email
- filming and video
- a communication aid for those with special learning needs

Resource purchasing and content delivery

Overall, as in 2016, curriculum leaders/heads of department were the most likely to make decisions on what content, workbooks or textbooks should be purchased by the school. Secondary school principals and deputy principals were less likely to be involved in these decisions compared with principals and deputy principals from primary and intermediate schools. In larger schools, curriculum leaders/heads of department are the main decision makers. For instance, in 95% of schools with more than 1,000 pupils, curriculum leaders/heads of department are responsible for selecting resources. Ninety percent of those working in small schools with 100 or less pupils said that individual teachers are responsible for adapting and updating resources

Four key tasks are said to typically average 1 to 10 hours work per week for teachers and curriculum leaders/heads of department:

- Sourcing resources
- Checking the suitability of resources and aligning them with planning and students
- Creating resources where necessary
- Sharing resources so they can be used effectively by other teachers

In the 2016 survey 62% of the teachers surveyed would **like to use** teaching materials that are NZ specific. In 2018, half of those who gave an estimate (50%) said that expenditure on NZ content

amounted to 30% or less of total spending. These findings indicate a latent demand for more NZ content to be available.

In a new question asked in 2018 respondents were asked what methods, if any, their school uses to maintain an inventory of curriculum resources. Around three-quarters (77%) mentioned having a resource room followed by using individual teachers' files/folders (73%). In this area, primary and intermediate schools were more likely to use resource rooms, whereas secondary schools were more likely to use Team Drives and Shared folders and individual teachers' files/folders. Librarians are used mostly by intermediate schools.

As in the 2015 and 2016 surveys, paper handouts continue to be used most often to deliver content in classrooms and are used nearly universally, with 87% of respondents reporting using them overall. However, the level of using paper handouts in schools where a BYOD programme has been implemented dropped from 86% in 2016 to 80% in the current 2018 survey. Electronic downloads were the second most used content delivery method (68%), followed by material scanned in schools (49%). Electronic whiteboards were more likely to be used in primary schools compared with secondary schools.

In 2018 digital content was more likely to be distributed daily than weekly (48% daily vs. 28% weekly). By contrast, distribution of print content was evenly spread (39% daily vs. 40% weekly). In schools with a BYOD programme, digital content is distributed more frequently on a daily basis than printed content.

Material sources

Overall, teachers most preferred sourcing material from online New Zealand resources (with a 77% preference level) which is consistent with the 2016 and 2015 results. In 2018, "compilations of print materials from a range of sources" were the second most preferred source of materials for teachers (60%) followed by online international resources (42%). Compared with the 2016 result, the popularity of commercially published workbooks has dropped back (39% preference in 2018 compared with 54% in 2016).

As in 2015 and 2016, "online from New Zealand sources" is the preferred way for teachers to find new teaching materials, with a 90% response. Referral from other teachers was the next most common method (81%), followed by "online from international sources" (68%). Sales visits or promotional materials from resource supplier (31%) was at less than half the level of online sources and referrals.

Key frustrations and challenges facing teachers in finding new resources were:

- finding resources at the correct level/age appropriate;
- the time it took to search;
- alignment with the curriculum;
- cost;
- content;
- relevance/New Zealand context; and

- American spelling/context.

As in 2015 and 2016, respondents would like to see New Zealand publishers:

- asking teachers what they need;
- producing better databases and search tools;
- aligning resources to the curriculum;
- making suitable material available free or at low cost;
- developing digital/electronic resources; and
- keeping content current and New Zealand specific.

Checks made by teachers or the school on licensing terms before copying material were summarised as:

- following school policy, guidelines and copyright law;
- reading reminders displayed around the school;
- checking the resource before copying;
- adhering to a specific percentage of content allowed to copy;
- checking licensing agreements purchased by the school; and
- conducting and complying with audit processes.

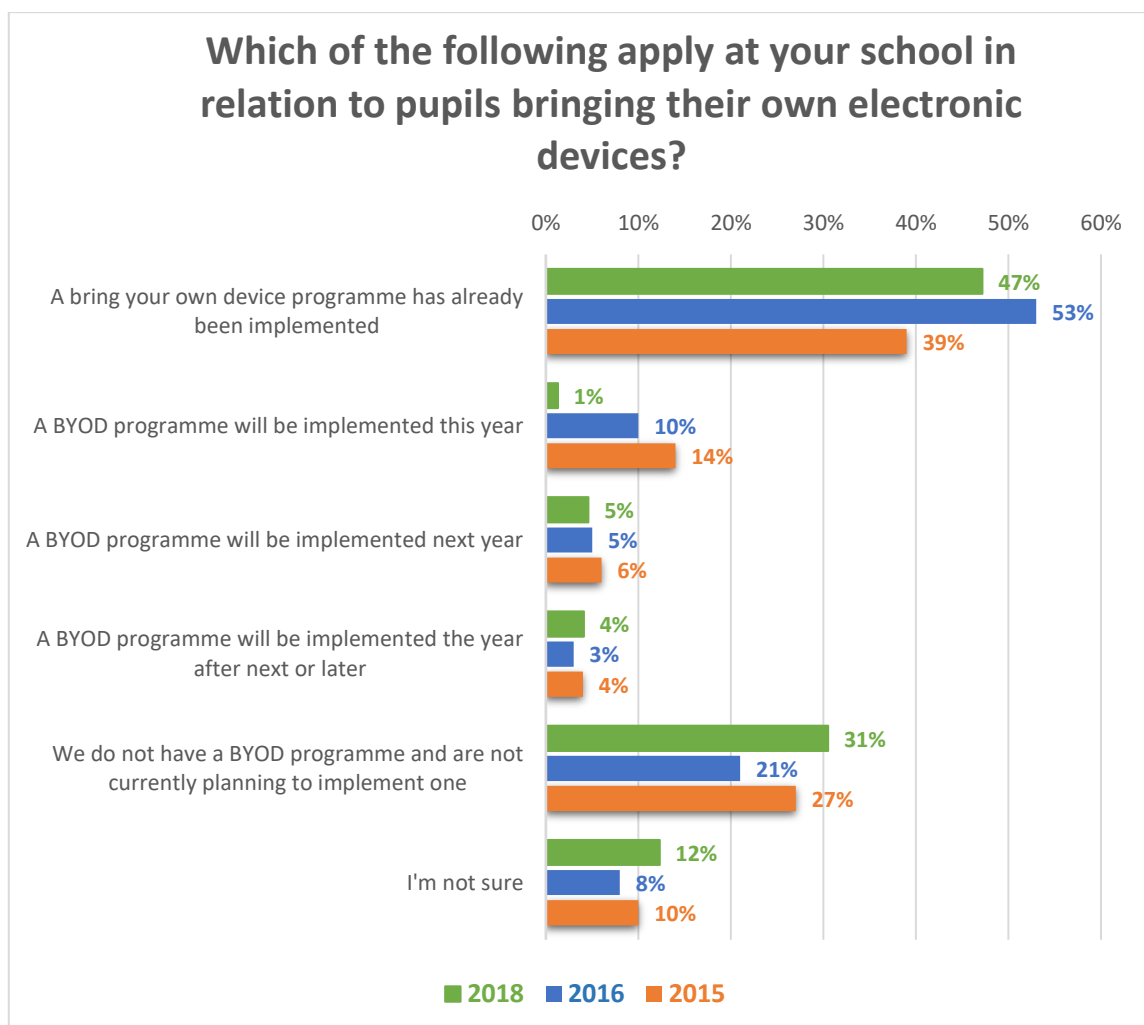
DETAILED REPORT

1. ELECTRONIC DEVICES

1.1 Implementation of bring your own device (BYOD) programmes

In 2018, just under half of those surveyed (47%) said their school currently had a BYOD programme, compared with 53% in 2016 and 39% in 2015. Adding on the 10% of teachers who indicated in 2018 that a BYOD programme will be implemented in the future, suggests that 57% will end up with a BYOD programme. This is considerably lower than the 2016 result where 53% said they had implemented a BYOD programme already and 18% intended to implement a programme in the future, making 71% in total.

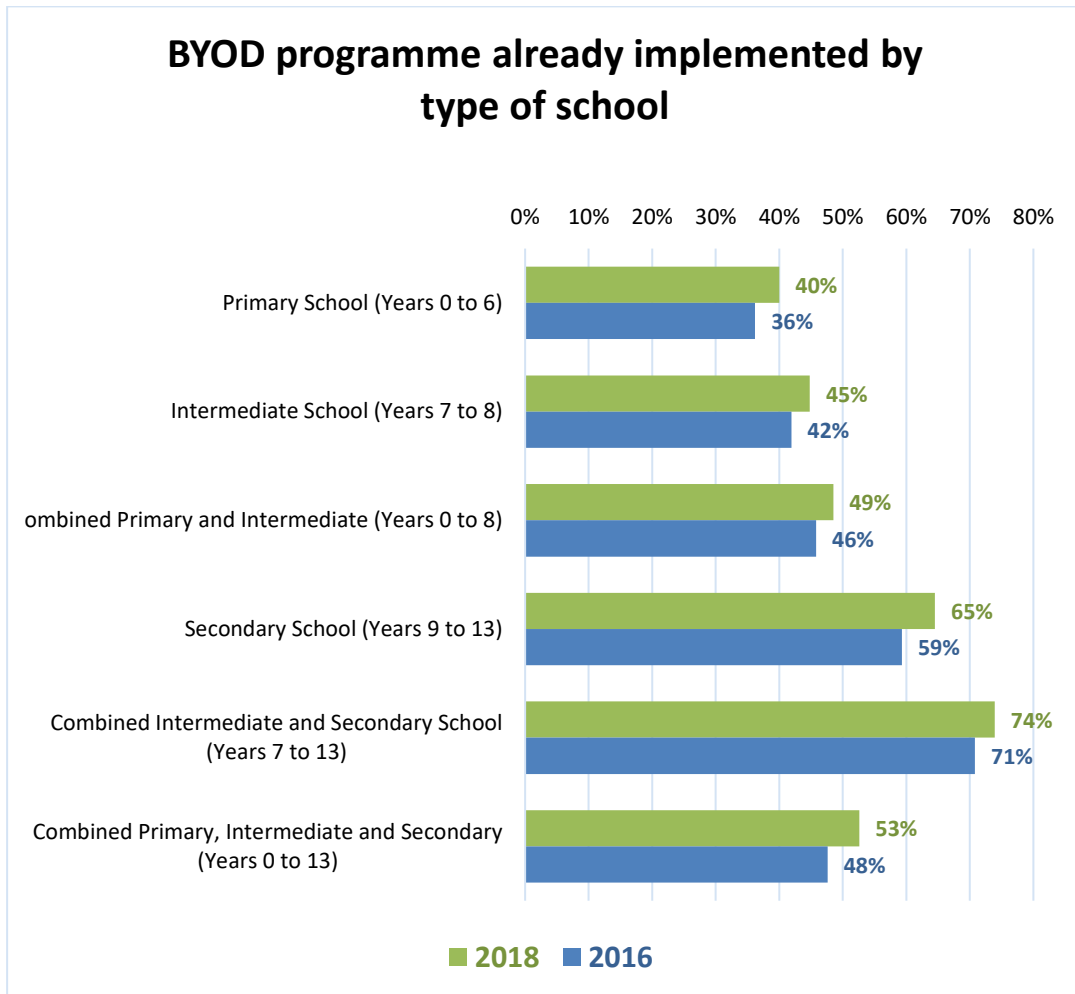
Around three out of ten respondents (31%) said their school was not planning to implement a BYOD programme (up from 21% in 2016) while 12% were not sure.



Analysis by type of school

In general, as students progress further in their education, their school is more likely to have implemented a BYOD programme – Primary Schools have an incidence of 40% compared with Intermediate Schools (45%) and Secondary Schools (64%).

Note that each school type has progressed BYOD programmes since the 2016 survey.



Analysis by decile level

Low decile schools are relatively unlikely to have a BYOD programme compared with high decile schools – in 2018 28% of those from low decile schools (decile 1 to 3) reported having a current BYOD programme compared with 62% of those from decile 8 to 10 schools.

Analysis by size of the school (number of pupils)

Smaller schools with 100 or less pupils are less likely to have implemented a BYOD programme (21% only).

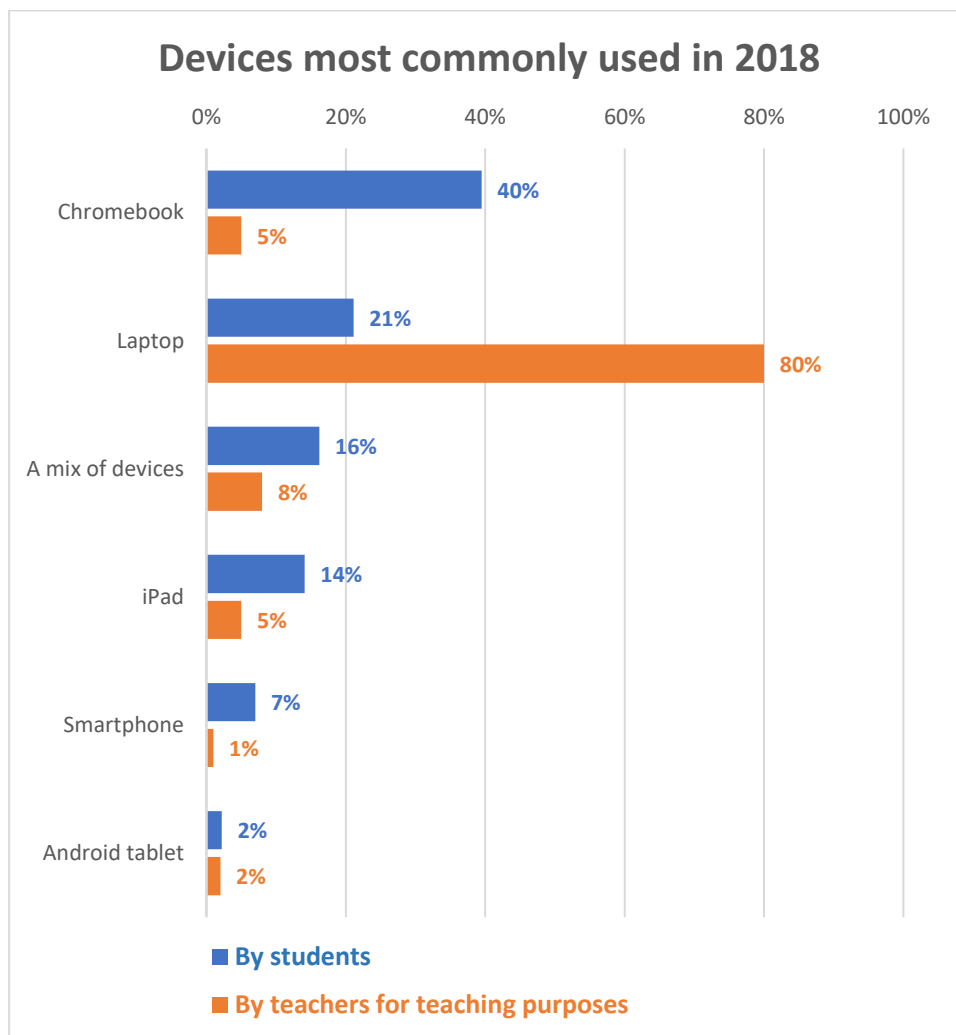
Analysis by region

Implementation of a BYOD programme is highest in Canterbury and Wellington/Wairarapa (61% and 55% respectively). By contrast the lowest level of implementation is in the Bay of Plenty (30%) and Hawkes Bay/Gisborne/East Coast (28%). NB. The latter two results are based on small samples (23 and 30 respondents only).

1.2 Use of electronic devices by students and teachers in BYOD programmes

Respondents who taught at schools that either had a BYOD programme or were intending to implement one were asked which BYOD device is most commonly used by students and by teaching staff for teaching purposes.

Chromebooks are the most common device used by students (40%) followed by laptops (21%). By contrast, teachers strongly favour using laptops (80%) well ahead of 'using a mix of devices' (8%).



Analysis by school decile level

Respondents from low decile schools with 1 to 3 decile ratings were much more likely to report that smartphones were the most commonly used device by students than those from high decile schools with 8 to 10 ratings (20% cf. 1% respectively). By contrast, students from high decile schools were significantly more likely to use iPads (15% cf. 0%) and Chromebooks (46% cf. 33%).

Analysis by type of school

Chromebooks are most popular at primary schools (53% incidence compared with 40% overall) whereas laptops are more popular at secondary schools (40% cf. 21% overall).

1.3 What do students use their own electronic devices for in relation to school work?

Respondents who taught at schools that either had a BYOD programme or were intending to implement one were asked what students used their devices for in relation to school work. Responses to this open-ended question indicate that these devices are or will be used for a broad range of purposes:

- learning – collaborative, interactive, inquiry
- subject research/internet searches/accessing websites
- note taking and recording
- accessing school information, resources, intranet, textbooks, apps
- assignments and assessments
- general class work and homework
- Google – classroom, documents and drive
- creating and viewing documents, presentations, video, photos;
- email
- filming and video
- a communication aid for those with special learning needs

Illustrative comments were similar to those recorded in 2016:

“Lots of things - presenting work, accessing class work, researching, emailing, giving feedback on peers work, etc”

“Managing their own learning”

“Listening to stories, maths challenges, games, alphabet and phonics, taking photos of their work to be seen by teacher and family etc”

“Access to Google for research. Communication with teacher and peer collaboration. YouTube. Learning apps. Online reading. Homework”

“Most teachers use Google classroom as part of their daily teaching. All students have a laptop or Chromebook and most are leased to the students through the school”

“Research, digital generation of ideas, setting up laser cutting and 3D printing files, communicating with staff and students”

“Making short films, accessing information, presentations”

“Our youngest kids only use school provided devices for maths practice games, reading activities etc. The older the child gets the more widely they use the devices for research, publishing, writing, practicing already learnt skills”

“The majority of their schoolwork is on their tablet; the course work and tests etc”

“Any writing tasks required, for children identified with learning needs”

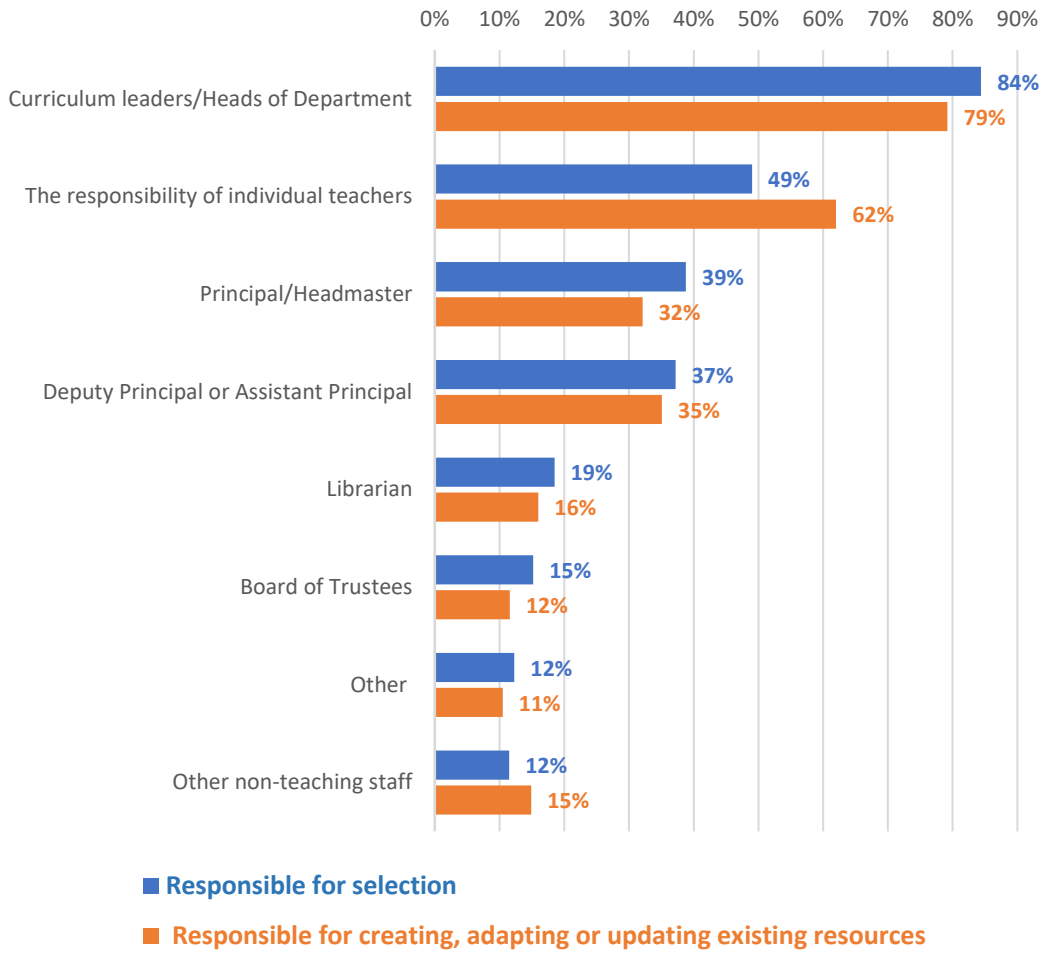
“Aided communication for non-verbal students”

2. CURRICULUM RESOURCES

2.1 Who is responsible for selecting new curriculum resources and creating, adapting or updating existing resources

All survey participants were asked who is responsible for selecting curriculum resources (e.g. content, workbooks or textbooks) and who is responsible for creating, adapting or updating existing curriculum resources. NB. These questions included an “all of the above” option answered by 8% and 7% respectively and these responses have been added to the results below. Curriculum leaders/heads of department have the leading role in both selecting resources (84%) and creating, adapting or updating them (79%). Individual teachers have an important role particularly in creating, adapting or updating resources (62%) and also in their selection (49%). Principals and deputy principals were also mentioned as having a role in these areas especially in selecting material.

Who is responsible for curriculum resources 2018



Analysis by school type

Respondents from secondary schools were less likely to mention principals and deputy principals being responsible for these decisions compared with those from primary and intermediate schools:

Responsibility for decisions

| Selecting resources | Primary school | Intermediate school | Secondary school |
|---------------------|----------------|---------------------|------------------|
| Principal | 51% | 45% | 16% |
| Deputy principal | 50% | 48% | 16% |

| Creating, adapting or updating resources | Primary school | Intermediate school | Secondary school |
|--|----------------|---------------------|------------------|
| Principal | 44% | 41% | 15% |
| Deputy principal | 49% | 41% | 15% |

NB. 'All of the above' responses are included in the results.

Analysis by number of pupils in the school

When **selecting resources**:

- in schools with 100 or fewer pupils, curriculum leaders/heads of department have a less prominent role (45%) with individual teachers being the most prominent decision makers (50%). Boards of Trustees play a more important than in larger schools – mentioned by 16% compared with only 5% of those from very large schools with more than 1,000 pupils
- by contrast, in larger schools, curriculum leaders/heads of department are the main decision makers. For instance, in 95% of schools with more than 1,000 pupils, curriculum leaders/heads of department are responsible for selecting resources.

When **creating, adapting or updating resources**:

- again, in schools with 100 or fewer pupils, curriculum leaders/heads of department have a less prominent role than in large schools with more than a thousand pupils (48% vs. 84%) with individual teachers being the most prominent decision makers (50%). Ninety percent of those working in these small schools said that individual teachers are responsible for adapting and updating resources

Analysis by school decile level

In low decile schools (decile 1 to 3), principals and deputy principals have more of a role in selecting material than in higher decile schools.

Responsibility for selection decisions

| | Decile 1 to 3 | Decile 4 to 7 | Decile 8 to 10 |
|------------------|---------------|---------------|----------------|
| Principal | 48% | 37% | 34% |
| Deputy principal | 46% | 32% | 32% |

NB. 'All of the above' responses are included in the results.

2.2 Estimated average time spent per week managing curriculum resources

The teachers surveyed were asked to estimate how much time per week, on average, teachers and curriculum leaders/heads of department would individually spend on:

- Sourcing resources
- Checking the suitability of resources and aligning them with planning and students
- Creating resources where necessary
- Sharing resources so they can be used effectively by other teachers

All four of these tasks typically average 1 to 10 hours per week as summarised in the following table:

**Average amount of time per week spent by
teachers and curriculum leaders/heads of department**

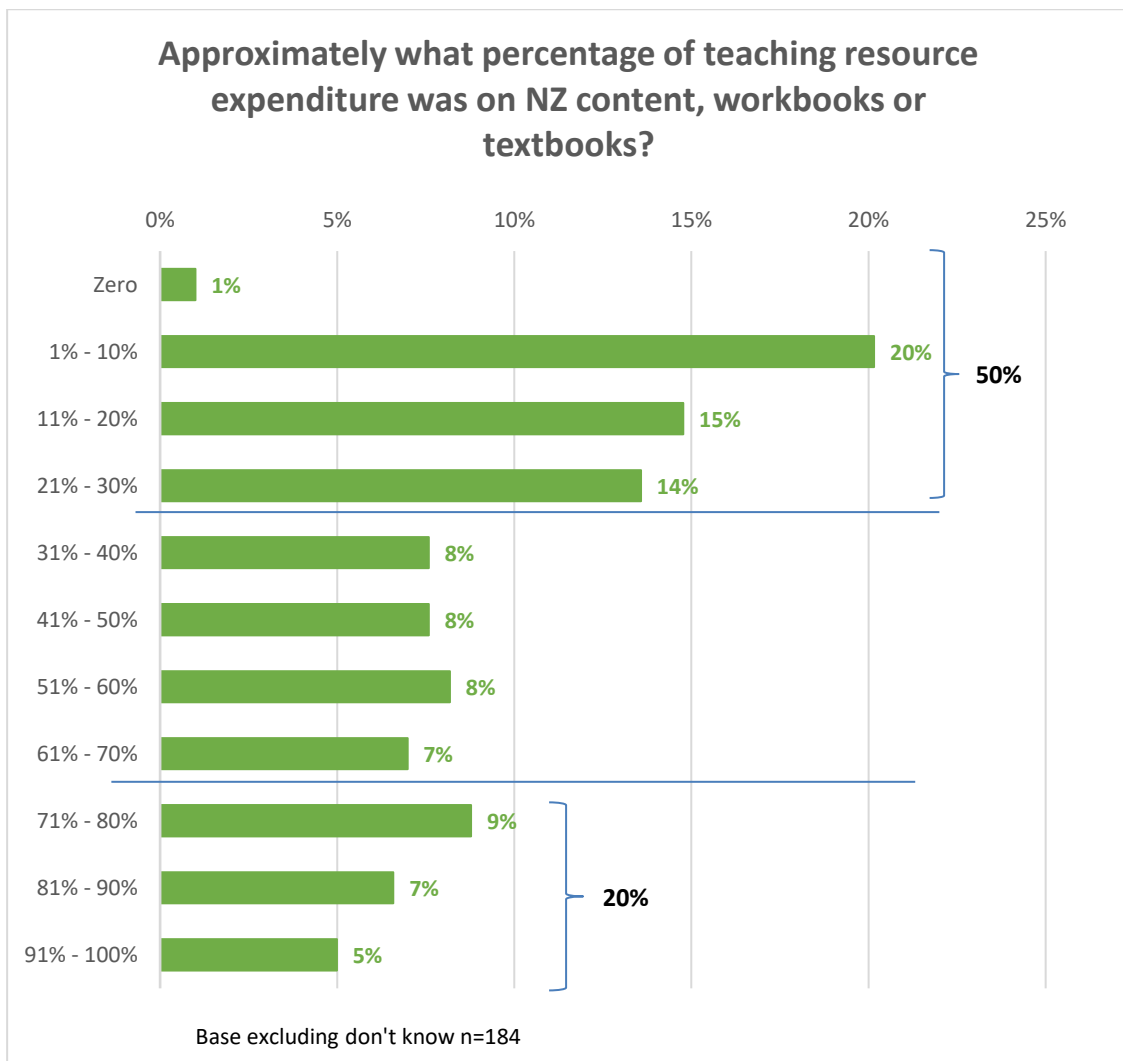
| | Sourcing resources | Checking the suitability of resources and aligning them with planning and students | Creating resources where necessary | Sharing resources so they can be used effectively by other teachers |
|--------------------------------|--------------------|--|------------------------------------|---|
| Zero hours | 1% | 1% | 0% | 1% |
| 1 to 5 hours | 57% | 52% | 42% | 71% |
| 6 to 10 hours | 23% | 27% | 37% | 13% |
| Sub-total 1 to 10 hours | 80% | 79% | 79% | 84% |
| 11 to 15 hours | 5% | 6% | 9% | 3% |
| 16 to 20 hours | 2% | 3% | 3% | 2% |
| 21 to 30 hours | 1% | 1% | 1% | 1% |
| 31 to 40 hours | 1% | 1% | 1% | 0% |
| More than 40 hours | 1% | 0% | 1% | 0% |
| Not sure | 10% | 10% | 7% | 8% |

On average, creating resources takes 20% longer per week than either sourcing or checking suitability/alignment.

2.3 New Zealand content of curriculum materials

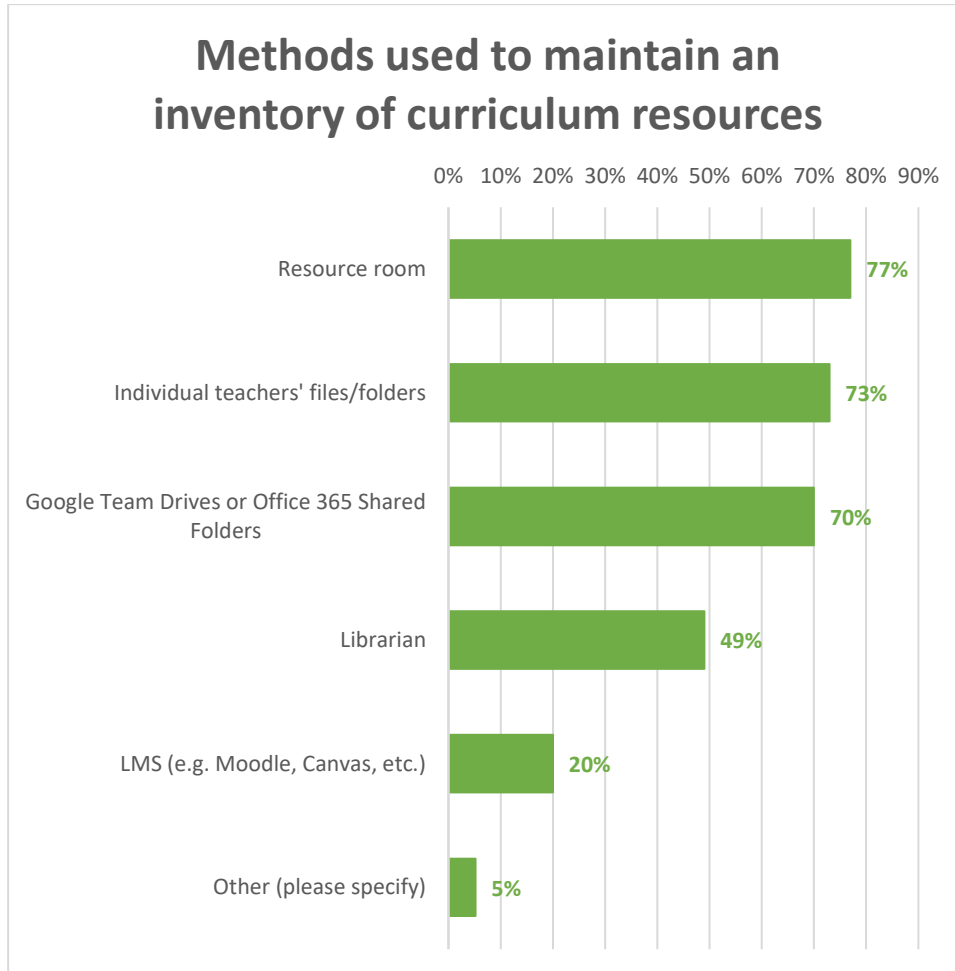
In the 2016 survey, teachers were asked how much of what they currently teach requires content that is New Zealand specific and/or presented in a New Zealand context. Half of the respondents in 2016 said that 40-80% of what they currently teach requires NZ specific content. In addition, more than half (57%) would **prefer** their current teaching materials to have NZ specific content and even more respondents (62%) would **like to use** teaching materials that are NZ specific.

In 2018 those surveyed were asked to give their best estimate regarding the percentage of school expenditure on content, workbooks or textbooks in the last 12 months that involved NZ content. Half of those surveyed (50%) said they were not sure. Therefore, the following chart only shows results for those who were able to give an answer. Half of those who gave an estimate (50%) said that expenditure on NZ content amounted to 30% or less of total spending; by contrast, 21% indicated NZ content amounted to more than 70% of expenditure. Viewing these results in the context of the 2016 finding that 62% of teachers would like to use teaching materials that are NZ specific suggests a latent demand for more NZ content to be available.



2.4 Methods used to maintain an inventory of curriculum resources

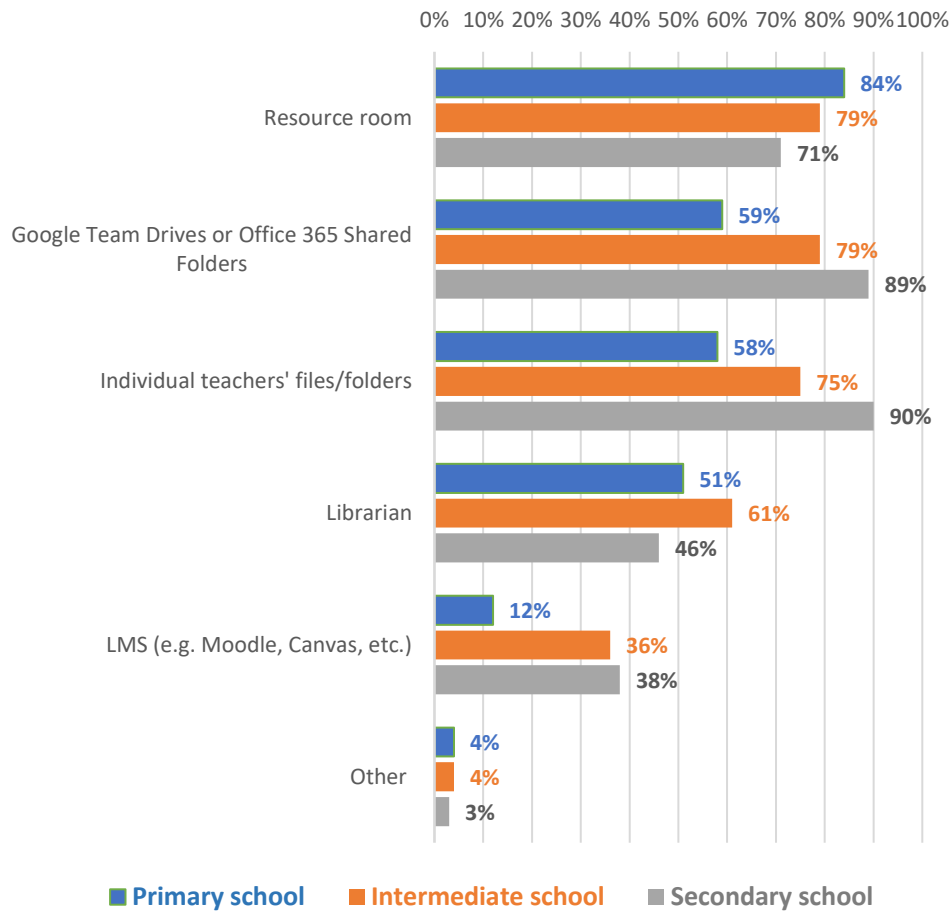
Respondents were asked what methods, if any, their school uses to maintain an inventory of curriculum resources. Around three-quarters (77%) mentioned having a resource room followed by using individual teachers' files/folders (73%). NB. 11% said “all of the above methods” and therefore 11% points has been added to all the specific methods shown below.



Analysis by school type

Considering the three main types of schools, there were some significant differences in how inventories of resources are maintained as shown in the chart overleaf. Primary and intermediate schools were more likely to use resource rooms, whereas secondary schools were more likely to use Team Drives and Shared folders and individual teachers' files/folders. Librarians are used most by intermediate schools. NB. As with the previous results, “all of the above” responses have been added to each of the totals.

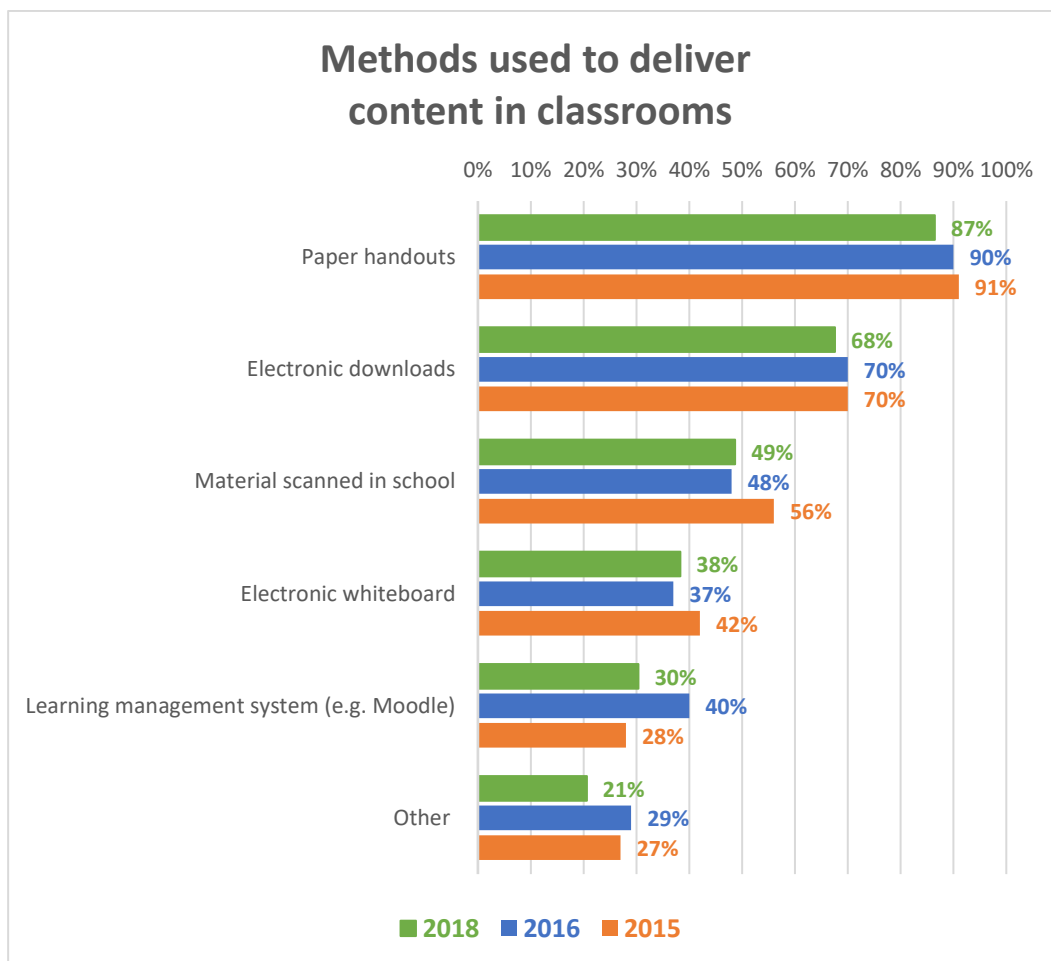
Methods used to maintain an inventory of curriculum resources by main school types 2018



3. METHODS USED TO DELIVER CONTENT IN CLASSROOMS

3.1 Content delivery methods used

On average in 2018, 2.9 different methods of delivery were used in classrooms, similar to the 2016 result (3.1 different methods). Paper handouts were used most often in delivering content in classrooms and are used nearly universally, with 87% of respondents reporting using them overall. However, the level of using paper handouts in schools where a BYOD programme has been implemented dropped from 86% in 2016 to 80% in the current 2018 survey. Use of electronic whiteboards (38%) and material scanned in school (49%) remains lower than in 2015. Interestingly, after an increase in the reported use of learning management systems (e.g. Moodle) in 2016, the use of these systems has returned to near the 2015 level i.e. 30% in 2018 cf. 28% in 2015.



Other methods of content delivery listed by respondents included:

- Google apps, documents or Google Classroom, Google Chromecast, Google Earth
- Books/textbooks (hardcopy and electronic)
- Apple TV
- Traditional whiteboard

- YouTube
- OneNote
- Handmade resources (books, games etc)
- Data projector
- Smart TV
- PowerPoint
- Poster boards
- Play Posit interactive video
- Online activity sites
- Seesaw

Cross-analysis by type of delivery method used

The following table indicates that paper handouts continue to be used almost universally regardless of other delivery methods being used. For example, 89% of those teachers in the survey who deliver content by electronic downloads also use paper handouts.

| Which of the following methods are used to deliver content in your classroom? | ALL | Which of the following methods are used to deliver content in your classroom? | | | | | |
|---|-----|---|-----------------------|----------------------------|----------------------|----------------------------|---------------|
| | | Paper handouts | Electronic whiteboard | Learning management system | Electronic downloads | Material scanned in school | Other methods |
| Paper handouts | 87% | 100% | 90% | 93% | 89% | 93% | 77% |
| Electronic whiteboard | 38% | 40% | 100% | 32% | 40% | 39% | 23% |
| Learning management system (e.g. Moodle) | 30% | 33% | 25% | 100% | 38% | 38% | 23% |
| Electronic downloads | 68% | 70% | 71% | 85% | 100% | 80% | 58% |
| Material scanned in school | 49% | 52% | 49% | 61% | 58% | 100% | 45% |
| Other methods | 21% | 18% | 13% | 16% | 18% | 19% | 100% |
| N (unweighted) | 355 | 307 | 136 | 108 | 240 | 173 | 73 |

Analysis by type of school

There were some key differences in the delivery methods used by type of school as shown in the following table. For instance, electronic whiteboards were more likely to be used in primary schools and less likely to be used in secondary schools (64% cf. 21%). Learning management systems, electronic downloads and material scanned in school are more commonly used in secondary schools.

Delivery methods used by main school types

| | Type of school | | |
|--|----------------|--------------|-----------|
| | Primary | Intermediate | Secondary |
| Paper handouts | 95% | 84% | 96% |
| Electronic whiteboard | 64% | 48% | 21% |
| Learning management system (e.g. Moodle) | 21% | 20% | 51% |
| Electronic downloads | 60% | 56% | 78% |
| Material scanned in school | 47% | 40% | 60% |
| Other | 17% | 8% | 17% |

Analysis by gender

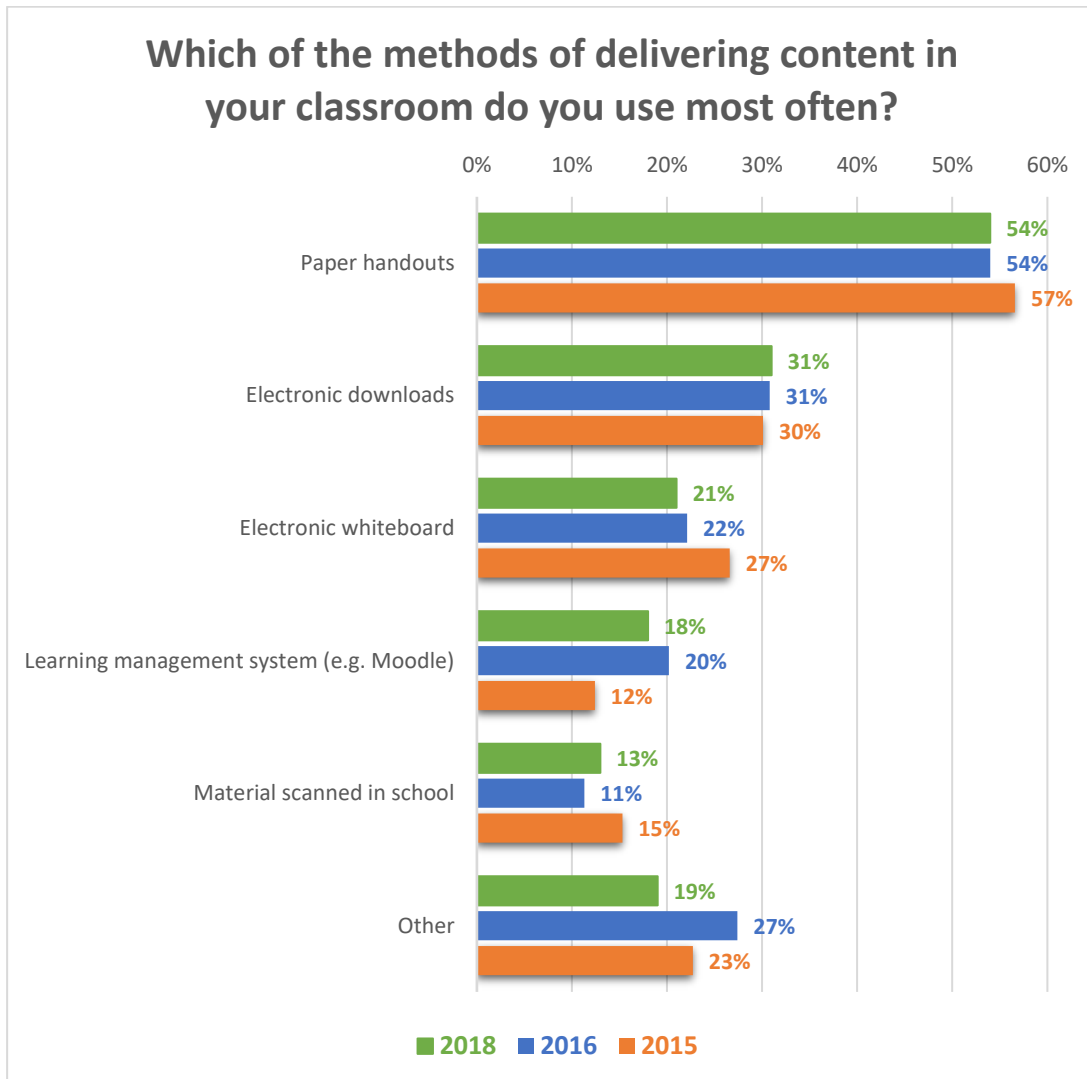
There were also some differences by gender:

- female teachers were more likely to use paper handouts (88%) compared with males (79%)
- males were more likely to use electronic downloads (74%) compared with females (66%).

3.2 Content delivery methods used most often

Paper handouts were the content delivery method used most often overall - by 54% of respondents in 2018. This result is consistent with previous years (57% in 2015 and 54% in 2016).

Again, electronic downloads are the second most common method of delivering content (mentioned by 31%) with electronic whiteboards in third place (21%).



Analysis by type of school

Reflecting the level of overall use of these delivery methods there are again some key differences by type of school. Paper handouts are slightly more popular in primary schools; electronic whiteboards and material scanned in school are more popular in intermediate schools; while learning management systems are more likely to be used most often at secondary schools.

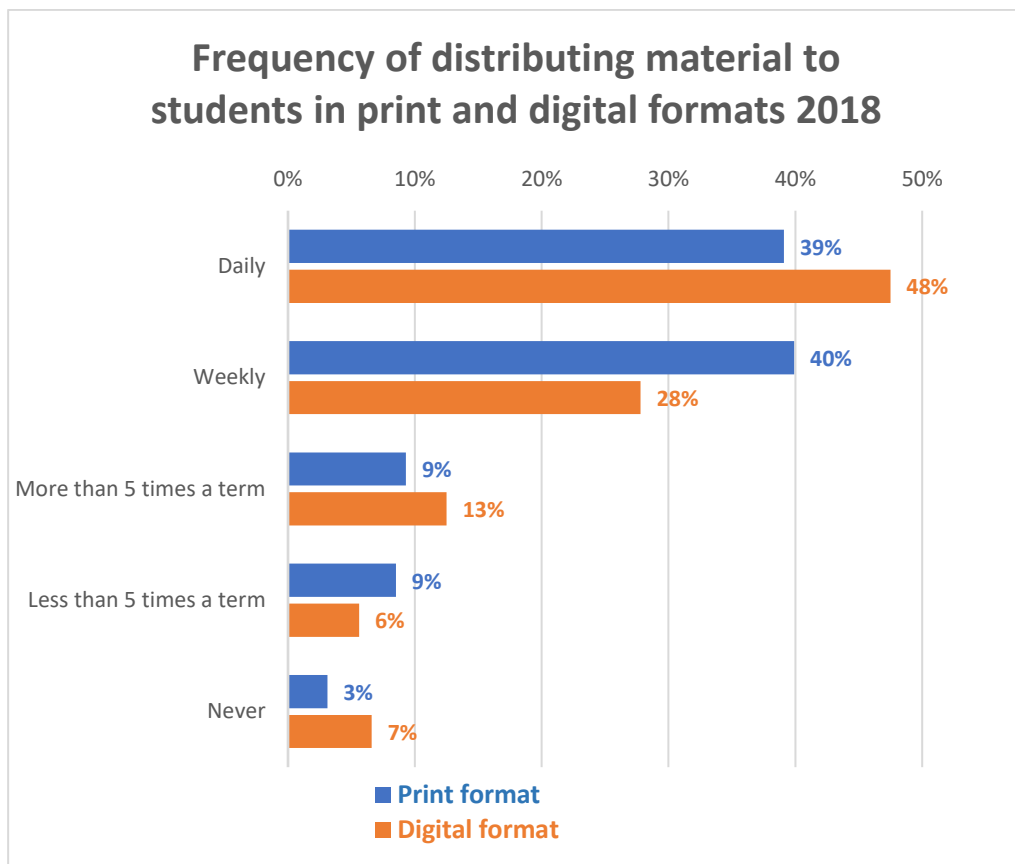
Delivery methods used most often by main school types

| | Type of school | | |
|--|----------------|--------------|-----------|
| | Primary | Intermediate | Secondary |
| Paper handouts | 64% | 54% | 58% |
| Electronic whiteboard | 30% | 42% | 15% |
| Learning management system (e.g. Moodle) | 10% | 17% | 29% |
| Electronic downloads | 26% | 29% | 34% |
| Material scanned in school | 12% | 33% | 22% |
| Other | 15% | 4% | 18% |

3.3 Frequency of distributing print and digital content

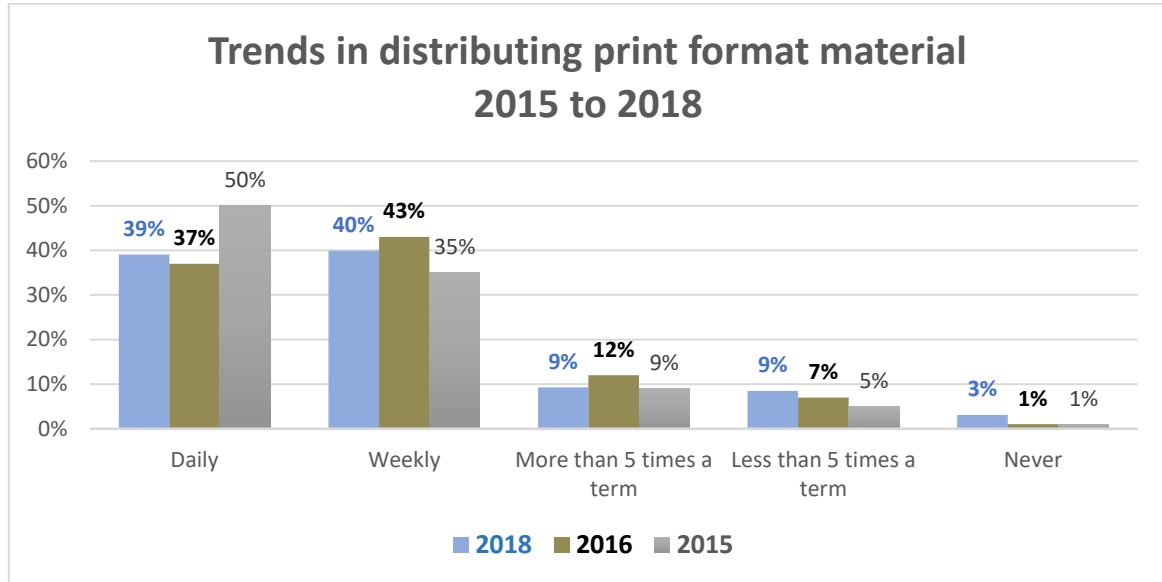
Respondents were asked how frequently they distributed print and digital content directly to students.

Digital content is more likely to be distributed daily than weekly (48% daily vs. 28% weekly). By contrast, distribution of print content is evenly spread (39% daily vs. 40% weekly).



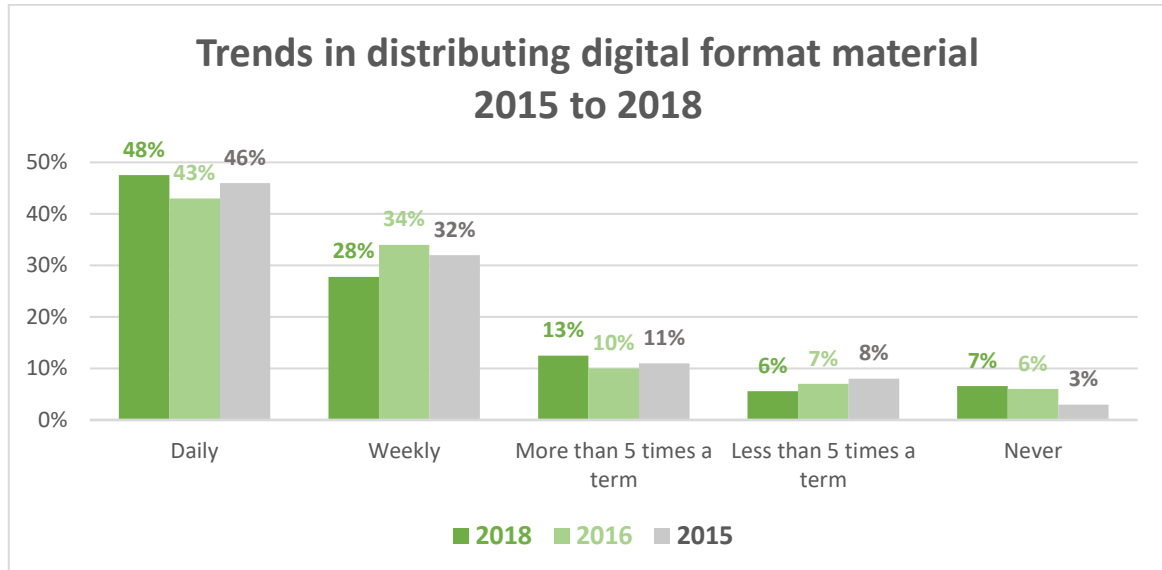
Print format material distribution trends

The frequency of distributing print format material in 2018 is very similar to the 2016 result after a marked fall in daily distribution from 2015 to 2016.



Digital format material distribution trends

The frequency of distributing digital format material in 2018 is similar to 2016 and 2015.



Analysis by BYOD programme implementation

In schools with a BYOD programme, digital content is distributed more frequently on a daily basis than printed content: digital content was distributed daily basis in 51% of the schools with a BYOD programme, compared to print content being distributed daily in 32% of these schools.

4. MATERIAL SOURCES

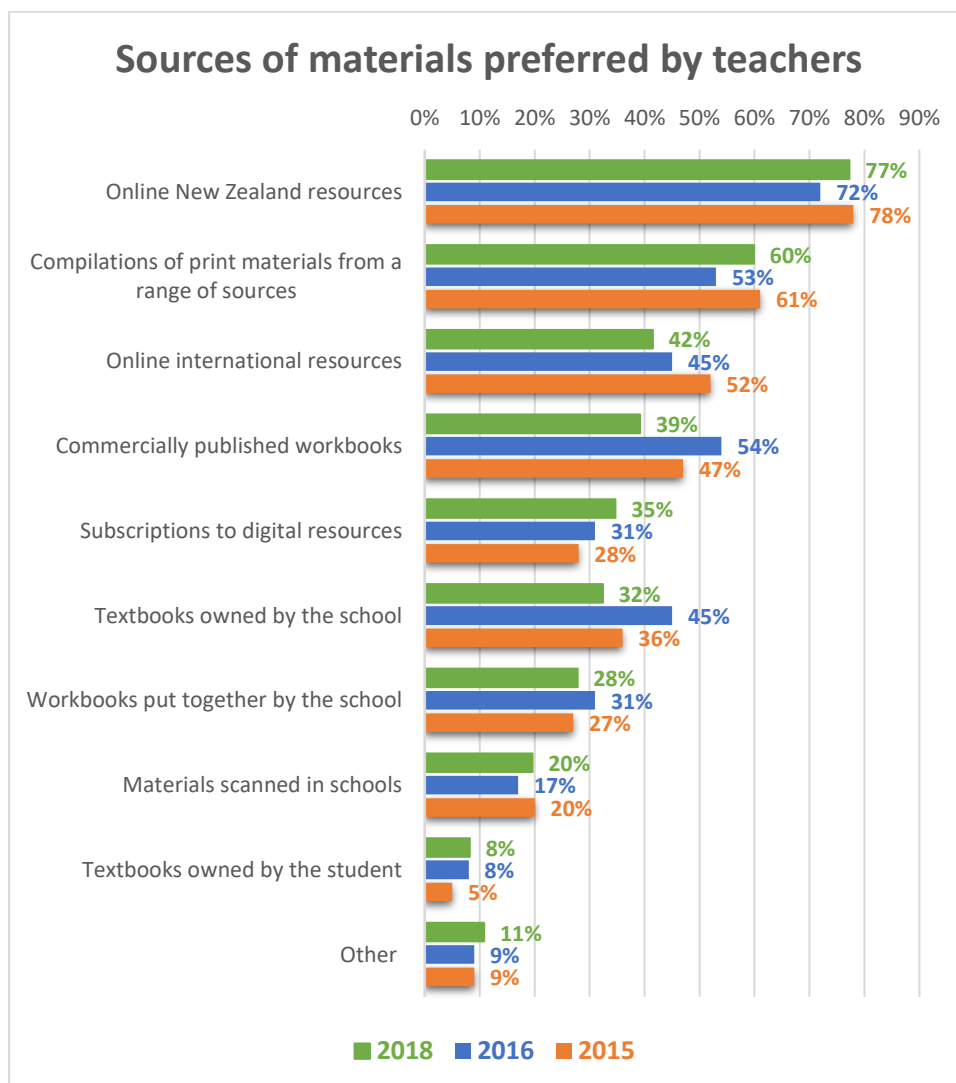
4.1 Teachers preferred sources of materials for teaching students

All survey participants were asked which sources of materials they prefer for teaching their students. On average, teachers preferred 3.5 different sources of materials, very similar to the 2016 result (3.7 different sources).

Overall, teachers preferred online New Zealand resources (with a 77% preference level) and this result has been consistent since 2015.

“There is not enough online NZ based resources that directly link to the NZ curriculum. Often when I use online international resources, I have to modify them/ figure out if they are suitable for my target age group”

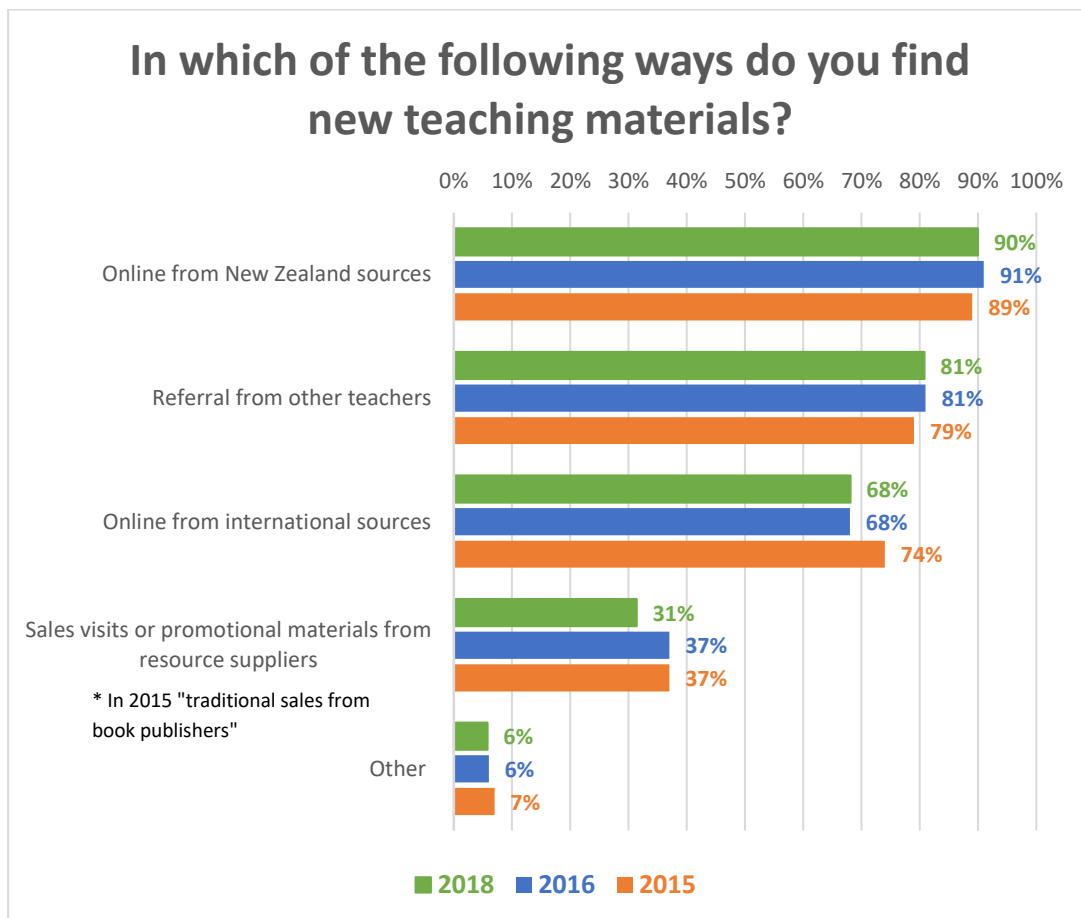
In second place is compilations of print materials from a range of sources (60%) followed by online international resources (42%). Compared with the 2016 result, the popularity of commercially published workbooks has dropped back (39% preference in 2018 compared with 54% in 2016).



4.2 Finding new teaching materials

Respondents were given a list of four ways of finding new teaching materials and asked which of them they used.

As the following chart shows, “Online from New Zealand sources” remains the most used method. There were no significant changes in finding new teaching materials from 2016 to 2018. However, note the slight reduction in “Online from international sources” recorded in 2016 has been maintained in 2018 and “Sales visits or promotional materials from resource suppliers” has fallen back a little in 2018.



4.3 Frustrations and challenges in finding new resources

As in the 2015 and 2016 surveys, respondents were asked what frustrations and challenges, if any, they had encountered when looking for new resources. This was an open response question.

Overall there were six main types of frustrations/challenges outlined by respondents. Groupings of responses were much the same as in 2016, although there were fewer mentions of ordering and purchasing so this area was not included in the list below. In 2018 only one respondent specifically mentioned 'copyright'.

The six main areas of frustrations/challenges are shown below with illustrative comments.

- **Finding resources that are right for the level taught/age appropriate**

"Suitability for age group"

"Often when I use online international resources, I have to modify them/ figure out if they are suitable for my target age group. It's a lot harder to find suitable online resources for high school students, most resources cater for primary and intermediate level students"

- **Time**

"The time it takes to find good material that is appropriate for the level and for the context of my class and students"

"Time, and knowing where to find the variety of resources easily"

"I have to take a range of material from different sources to create what I need, it's just so time consuming"

- **Alignment with the NZ curriculum**

"Not quite suited to the NZ curriculum"

"Not enough resources based on the New Zealand Curriculum at a New Entrant level"

"A lot of resources, particularly international resources, are not linked to the NZ curriculum"

- **Cost**

"There are fewer online resources that are free. Everyone is trying to make money"

"Have to source and buy most of my own resources"

"Pricing and costs of resources. Having to pay for them myself"

"Says it's a 'free' website but it's not, having to sign up to everything all the time"

- **Content**

"There is a very limited range at level one. I dislike worksheets - they are paint by numbers and don't really need a great deal of thinking"

“Everybody wants to sell the high-turnover subject resources and there's little for the quirky topics that are of interest to some of my students”

“I would like to find whole units of work to fit straight into my programme as opposed to making it fit. Our department is totally re-jigging this now as we have had a department”

“Finding materials suitable for collaborative projects and project-based learning. Finding material that encourages creative thinking and problem solving”

- **American spelling/context**

“If not from NZ may contain different language/vocab to what we use”

“Americanisms e.g. spelling (color) and imperial measurement system”

“Sometimes the resources are American so the spelling for words like colour and mum are different”

- **Relevance/NZ Context**

“Many of the resources from international sourcing need to be adapted for NZ use”

“Māori resources, NZ centric resources”

4.4 Ideas for New Zealand publishers

Respondents were asked what New Zealand publishers could do to help teachers find teaching content they most need, delivered in formats and ways which suit them best. Again, this was an open response question.

The same 6 primary groups of ideas identified in 2015 and 2016 were evident again in this survey. These are shown below with illustrative comments.

- **Ask teachers what they need**
 - “Ask teachers what they need”*
 - “Ask us”*
 - “Duh ask/survey the teachers”*
 - “Talk to a range of schools”*
 - “They could visit and find out what we do”*

- **Databases/search tools**
 - “Collaborate onto one big website with a good search section”*
 - “Create an online portfolio of sources”*
 - “A website where it is easy to access lots of different genres”*
 - “Cross-index materials so that when you Google something, it gives other relevant sources”*

- **Alignment to curriculum/standards**
 - “A one-stop shop (NZ) website which covers all curriculum areas, even if it had a small subscription fee”*
 - “Align content with NZ curriculum so that searches are easier”*
 - “Have a wider understanding of the New Zealand curriculum and Te Whaariki so that subject matter is contextually relevant to New Zealand educators”*

- **Free/low cost**
 - “Cheaper resources”*
 - “Free website with links”*
 - “Ask us what we want and actually provide it. Make them more affordable”*
 - “Be more flexible with pricing. Often I only need 1-2 pages from a variety of texts, so I don't want to purchase a whole book. If you could buy particular pages, digitally, you could gather your own resources”*

- **Digital/electronic resources**

“Expand the availability of e-books and other digital formats for teaching and learning resources”

“Offer online digital formats that are able to be edited for our students. Not necessarily changing content itself, just being able to add or remove certain questions or information if it is not relevant to our students”

“Editable digital workbooks/tasks would be good, PDF means the students have to have them printed or copy the whole thing if digital”

- **Keep content current/NZ specific**

“Provide more resources in New Zealand contexts at a wide range of levels”

“Ensure they are aligned with the NZ curriculum and have appropriate level of instructions. Presented in an exciting way”

“NCEA assessment materials - verified, moderated and ready to use. But cannot be accessed by any other than bona fide teachers”

Other comments made by respondents included:

“Become familiar with the very specific needs of very high needs students”

“Provide the school with samples for us to look at”

“Indicate the approximate reading age level of the content of teaching materials or some indication what age level the teaching materials are aimed at”

“Produce materials suited to ESOL students at various levels that fit the NZ curriculum, NCEA standards and on topics of interest and relevance to teenage international students, using both digital and paper resources, at a reasonable price, preferably free through NZQA”

“Stop using cheesy Primary School level cartoons and humour for resources aimed at high school students. It's cringeworthy and embarrassing as a professional educator. The students don't like it and switch off”

“Collaborate with NZQA to produce common content for standards that are taught across the country. Produce text books and work books for students that go together. Produce them in both paper and online format so when you buy a package you get both formats. The online version should be interactive and self-marking when the student pushes "submit" This should also be automatically differentiating as the tasks in the workbook should start at a simple level and get progressively harder include application of the knowledge”

4.5 Checks on licensing terms before copying material

Respondents were asked what checks, if any, they or their school made on licensing terms before copying or scanning material for use in lessons or distribution. Again, this was an open-ended question.

Overall, there were six main types of checks or processes outlined by respondents. These are shown below with examples of peoples' comments.

- **Following school policy, guidelines and law**

"There is a school policy to be followed"

"We have a copyright department"

"We have a policy and it is regularly checked"

"School has a very strict policy about copyright infringement"

- **Use of reminders around school**

"We usually check, and are reminded each term what is/is not legal"

"Reminders at staff meetings"

"Have policy in print room on wall"

"Prominently displayed notices above photocopiers"

- **Check resources**

"Resources are checked before purchase to identify possible copyright issues"

"We check the copyright detail in relation to that resource to ensure we are within our legal rights to use it how we are. We also make sure our copyright licenses are up to date"

"Check terms on the resource to make sure not infringing licensing agreement or copyright"

- **Adhere to percentage allowed**

"No more than 10% of a document/book"

"The 10%/one-chapter rule. Checking the rights we are given when purchasing content"

"Make sure that it is less than 10% or get a copy for each student"

- **Check licence agreements**

"Full licensing terms displayed and obeyed"

"We have a license for 10%, the terms are well published and teachers monitor it. Our HOD is very strict about what goes on our Google too"

"We check with our manager on licensing matters"

- **Conduct audits**

“Thorough checks, auditing”

“I know we get audited at times”

APPENDIX 1 – SAMPLE PROFILE

Sample description

473 New Zealand teachers responded to the survey i.e. primary, intermediate, secondary, wharekura or kura kaupapa teachers currently teaching in New Zealand. The survey results are unweighted and have an overall margin of error at a 95% confidence level of $\pm 4.5\%$ overall.

Sample structure

The following tables show the structure of the sample. NB. In some cases these responses do not add to 100% due to rounding or multiple responses allowed for the question.

| Which of these best describes your gender? (single response question) | N=399 |
|--|-------|
| Male | 13% |
| Female | 87% |
| Gender diverse | 1% |

| Which of the following age groups are you in? (single response question) | N=409 |
|--|-------|
| Under 18 years | 5% |
| 18-24 years | 1% |
| 25-34 years | 10% |
| 35-44 years | 18% |
| 45-54 years | 16% |
| 55-64 years | 25% |
| 65-74 years | 22% |
| 75 years or over | 3% |

| Which region are you in? (single response question) | N=435 |
|---|-------|
| Northland (Te Tai Tokerau) | 5% |
| Auckland | 29% |
| Waikato/Coromandel | 6% |
| Bay of Plenty/Rotorua/Taupo | 7% |
| Taranaki/Whanganui/Manawatu | 9% |
| Hawkes Bay/Gisborne/East Coast | 5% |
| Wellington/Wairarapa | 13% |
| Nelson/Marlborough/West Coast | 3% |
| Canterbury (plus Chatham Islands) | 14% |
| Otago/Southland | 6% |

| How long have you been teaching? (single response question) | N=395 |
|---|-------|
| Under 2 years | 2% |
| 2-4 years | 4% |
| 5-10 years | 14% |
| 11-15 years | 16% |
| 16-19 years | 10% |
| 20 years or more | 54% |

| Which of these types of school do you teach at? (multiple response question) | N=433 |
|---|-------|
| Primary School (Years 0 to 6 - also referred to as a contributing primary school) | 32% |
| Intermediate School (Years 7 to 8) | 7% |
| Combined Primary and Intermediate (Years 0 to 8 - also referred to as a full primary school) | 17% |
| Middle School (Years 7 to 10) | 2% |
| Secondary School (Years 9 to 13) | 26% |
| Combined Intermediate and Secondary School (Years 7 to 13) | 6% |
| Combined Primary, Intermediate and Secondary (Years 0 to 13 - Composite/Area schools) | 5% |
| Wharekura | 1% |
| Kura Kaupapa Maori | 2% |
| Other | 17% |

| What year levels do you teach? (multiple response question) | N=395 |
|---|-------|
| Year 0/Year 1 | 38% |
| Year 2 | 28% |
| Year 3 | 27% |
| Year 4 | 28% |
| Year 5 | 29% |
| Year 6 | 27% |
| Year 7 | 24% |
| Year 8 | 25% |
| Year 9 | 30% |
| Year 10 | 29% |
| Year 11 | 34% |
| Year 12 | 31% |
| Year 13 | 29% |

| How many pupils are enrolled at the school you are mainly at ? (single response question) | N=408 |
|--|-------|
| Under 50 | 6% |
| 51-100 | 6% |
| 101-200 | 14% |
| 201-300 | 13% |
| 301-400 | 11% |
| 401-500 | 9% |
| 501-600 | 9% |
| 601-1,000 | 12% |
| 1,001-1,500 | 11% |
| 1,501-2,000 | 5% |
| 2,001-2,500 | 3% |
| 2,500-3,000 | 0.2% |
| Over 3,000 | 2% |

| What is your school's decile rating? (multiple response question) | N=398 |
|---|-------|
| 1 | 14% |
| 2 | 7% |
| 3 | 11% |
| 4 | 12% |
| 5 | 10% |
| 6 | 11% |
| 7 | 12% |
| 8 | 13% |
| 9 | 12% |
| 10 | 14% |

| Are you a head of department in your school? (single response question) | N=395 |
|---|-------|
| Yes | 29% |
| No | 71% |

| In which of these curriculum areas are you Head of Department? (multiple response question – note reduced base size) | N=107 |
|--|-------|
| English | 22% |
| Te Reo Maori | 6% |
| The Arts | 12% |
| Health and Physical Education | 6% |
| Languages | 7% |
| Maths and Statistics | 16% |
| Science | 18% |
| Social Sciences | 8% |
| Technology | 11% |
| Other | 39% |

| In which of these curriculum areas do you teach? - Primary and Intermediate (multiple response question) | N=226 |
|--|-------|
| English | 83% |
| The Arts | 72% |
| Health and Physical Education | 70% |
| Languages | 46% |
| Maths and Statistics | 77% |
| Science | 67% |
| Social Sciences | 67% |
| Technology | 57% |
| Other | 15% |

| Which of these secondary school subject areas do you teach? (multiple response question) | N=150 |
|--|-------|
| English | 41% |
| Te Reo Maori | 5% |
| <u>The Arts</u> | |
| Dance | 2% |
| Drama | 3% |
| Music | 7% |
| Visual Arts | 9% |
| <u>Health and Physical Education</u> | |
| Health Education | 11% |
| Physical Education | 8% |
| Home Economics | 3% |
| Food Technology | 7% |
| <u>Languages</u> | |
| Chinese | 1% |
| Cook Island Maori | - |
| French | 5% |
| Gagana Samoa | - |
| Gagana Tokelau | - |
| German | 2% |
| Japanese | 1% |
| Latin | 1% |
| Spanish | 1% |
| Tongan | - |
| Vagahau Nuie | - |
| <u>Mathematics and Statistics</u> | |
| | 27% |
| <u>Science</u> | |
| Agricultural & Horticultural Science | 5% |
| Biology | 11% |
| Chemistry | 10% |
| Earth & Space Science | 9% |
| Nature of Science | 12% |
| Physics | 10% |

| Which of these secondary school subject areas do you teach? (multiple response question) (continued) | N=150 |
|---|-------|
| <u>Social Sciences</u> | |
| Accounting | 6% |
| Business Studies | 3% |
| Classical Studies | 3% |
| Economics | 6% |
| Education for Sustainability | 1% |
| Geography | 7% |
| History | 5% |
| Legal Studies | 1% |
| Media Studies | 2% |
| Philosophy | 1% |
| Psychology | 1% |
| Senior Social Studies | 5% |
| <u>Technology</u> | |
| Computing/Digital | 9% |
| Design and Visual Communications (Graphics) | 2% |
| Materials Technology | 3% |
| Other Technology Areas | 3% |
| <u>Other</u> | |
| | 33% |

Respondent comments

All comments from respondents are captured as entered by respondents and are available from the Horizon Research system.

Contact

For more information about this survey or additional analysis, please contact Grant McInman on 021 076 2040, email gmcinman@horizonresearch.co.nz.

APPENDIX 2 – KEY TABLES

| Which of the following apply at your school in relation to pupils bringing their own electronic devices? | All | Region | | | | | | | | | |
|--|-----|----------------------------|----------|--------------------|-----------------------------|-----------------------------|--------------------------------|----------------------|-------------------------------|-----------------------------------|-----------------|
| | | Northland (Te Tai Tokerau) | Auckland | Waikato/Coromandel | Bay of Plenty/Rotorua/Taupo | Taranaki/Whanganui/Manawatu | Hawkes Bay/Gisborne/East Coast | Wellington/Wairarapa | Nelson/Marlborough/West Coast | Canterbury (plus Chatham Islands) | Otago/Southland |
| A bring your own device programme has already been implemented | 47% | 41% | 50% | 49% | 30% | 33% | 28% | 55% | 43% | 61% | 44% |
| A bring your own device programme will be implemented this year (2016) | 1% | 6% | 1% | 0% | 0% | 6% | 0% | 2% | 0% | 0% | 0% |
| A bring your own device programme will be implemented in 2017 | 5% | 0% | 3% | 0% | 15% | 6% | 11% | 4% | 0% | 6% | 4% |
| A bring your own device programme will be implemented in 2018 or later | 4% | 0% | 4% | 3% | 7% | 0% | 5% | 2% | 7% | 4% | 12% |
| We do not have a bring your own device programme and are not currently planning to implement one | 31% | 35% | 28% | 40% | 37% | 36% | 39% | 23% | 36% | 27% | 24% |
| I'm not sure | 12% | 18% | 13% | 9% | 11% | 18% | 17% | 15% | 14% | 2% | 16% |
| N (unweighted) | 390 | 21 | 126 | 39 | 30 | 37 | 23 | 56 | 15 | 60 | 28 |

| Which of the following apply at your school in relation to pupils bringing their own electronic devices? | All | Which of these types of school do you teach at? | | | | | | | | | |
|--|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| A bring your own device programme has already been implemented | 47% | 40% | 45% | 49% | 57% | 64% | 74% | 53% | 50% | 17% | 13% |
| A bring your own device programme will be implemented this year (2016) | 1% | 2% | 3% | 1% | 14% | 2% | 0% | 0% | 0% | 0% | 0% |
| A bring your own device programme will be implemented in 2017 | 5% | 2% | 3% | 6% | 0% | 9% | 4% | 16% | 0% | 17% | 0% |
| A bring your own device programme will be implemented in 2018 or later | 4% | 5% | 3% | 1% | 14% | 4% | 9% | 0% | 0% | 0% | 2% |
| We do not have a bring your own device programme and are not currently planning to implement one | 31% | 34% | 24% | 40% | 14% | 11% | 4% | 21% | 0% | 33% | 65% |
| I'm not sure | 12% | 18% | 21% | 3% | 0% | 11% | 9% | 10% | 50% | 33% | 20% |
| N (unweighted) | 390 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | 74 |

| Which of the following apply at your school in relation to pupils bringing their own electronic devices? | All | What is your school's decile rating? | | |
|--|-----|--------------------------------------|--------|---------|
| | | 1 to 3 | 4 to 7 | 8 to 10 |
| A bring your own device programme has already been implemented | 47% | 28% | 46% | 62% |
| A bring your own device programme will be implemented this year (2016) | 1% | 1% | 2% | 1% |
| A bring your own device programme will be implemented in 2017 | 5% | 6% | 5% | 5% |
| A bring your own device programme will be implemented in 2018 or later | 4% | 3% | 6% | 3% |
| We do not have a bring your own device programme and are not currently planning to implement one | 31% | 48% | 28% | 19% |
| I'm not sure | 12% | 15% | 14% | 10% |

| | | | | |
|----------------|-----|-----|-----|-----|
| N (unweighted) | 390 | 103 | 155 | 138 |
|----------------|-----|-----|-----|-----|

| Which of the following apply at your school in relation to pupils bringing their own electronic devices? | All | How many pupils are enrolled at the school you mainly teach at? | | | | | | | | | | | | |
|--|-----|---|--------|---------|---------|---------|---------|---------|-----------|-------------|-------------|-------------|-------------|------------|
| | | Under 50 | 51-100 | 101-200 | 201-300 | 301-400 | 401-500 | 501-600 | 601-1,000 | 1,001-1,500 | 1,501-2,000 | 2,001-2,500 | 2,500-3,000 | Over 3,000 |
| A bring your own device programme has already been implemented | 47% | 25% | 18% | 25% | 40% | 54% | 57% | 47% | 58% | 67% | 95% | 40% | 100% | 50% |
| A bring your own device programme will be implemented this year (2016) | 1% | 5% | 0% | 0% | 4% | 2% | 0% | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| A bring your own device programme will be implemented in 2017 | 5% | 0% | 9% | 3% | 0% | 5% | 0% | 3% | 9% | 13% | 6% | 0% | 0% | 0% |
| A bring your own device programme will be implemented in 2018 or later | 4% | 0% | 0% | 2% | 6% | 5% | 9% | 6% | 2% | 9% | 0% | 0% | 0% | 0% |
| We do not have a bring your own device programme and are not currently planning to implement one | 31% | 35% | 59% | 56% | 35% | 23% | 29% | 28% | 22% | 4% | 0% | 60% | 0% | 0% |
| I'm not sure | 12% | 35% | 14% | 14% | 15% | 12% | 6% | 17% | 7% | 7% | 0% | 0% | 0% | 50% |
| N (unweighted) | 390 | 24 | 25 | 58 | 52 | 44 | 38 | 38 | 48 | 45 | 19 | 10 | 1 | 6 |

| Which BYOD device is most used by students? | All | Which of these types of school do you teach at? | | | | | | | | | | |
|---|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|-----|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other | |
| Smartphone | 7% | 0% | 0% | 6% | 0% | 16% | 0% | 0% | 0% | 0% | 0% | 0% |
| Laptop | 21% | 4% | 21% | 3% | 20% | 31% | 41% | 40% | 0% | 0% | 0% | 28% |
| iPad | 14% | 28% | 21% | 9% | 60% | 7% | 12% | 20% | 0% | 0% | 0% | 15% |
| Android tablet | 2% | 0% | 0% | 3% | 0% | 3% | 0% | 0% | 0% | 0% | 0% | 15% |
| Chromebook | 40% | 53% | 43% | 71% | 20% | 28% | 24% | 20% | 100% | 100% | 0% | 15% |
| A mix of devices | 16% | 14% | 14% | 9% | 0% | 15% | 24% | 20% | 0% | 0% | 0% | 28% |
| N (unweighted) | 185 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | | 74 |

| And what device is most used by teaching staff when teaching students? | All | Which of these types of school do you teach at? | | | | | | | | | | |
|--|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|----|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other | |
| Smartphone | 1% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Laptop | 80% | 65% | 93% | 76% | 75% | 90% | 88% | 90% | 100% | 100% | 43% | |
| iPad | 5% | 12% | 7% | 0% | 25% | 6% | 0% | 10% | 0% | 0% | 15% | |
| Android tablet | 2% | 4% | 0% | 0% | 0% | 0% | 6% | 0% | 0% | 0% | 0% | |
| Chromebook | 5% | 10% | 0% | 12% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | |
| A mix of devices | 8% | 8% | 0% | 12% | 0% | 3% | 6% | 0% | 0% | 0% | 43% | |
| N (unweighted) | 186 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | 74 | |

| In your school, who is responsible for selecting curriculum resources (e.g. content, workbooks or textbooks)? | All | Which of these types of school do you teach at? | | | | | | | | | |
|--|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| Board of Trustees | 7% | 6% | 14% | 11% | 0% | 3% | 0% | 5% | 50% | 17% | 10% |
| Principal/Headmaster | 31% | 41% | 38% | 60% | 57% | 9% | 0% | 16% | 0% | 17% | 21% |
| Deputy Principal or Assistant Principal | 29% | 40% | 31% | 57% | 14% | 9% | 5% | 11% | 0% | 0% | 15% |
| Curriculum leaders/Heads of Department | 76% | 77% | 72% | 78% | 71% | 90% | 73% | 63% | 50% | 67% | 56% |
| It is the responsibility of individual teachers | 41% | 36% | 34% | 46% | 14% | 45% | 32% | 37% | 50% | 33% | 44% |
| Librarian | 11% | 12% | 7% | 15% | 0% | 7% | 5% | 5% | 0% | 17% | 6% |
| Other non-teaching staff | 4% | 3% | 7% | 5% | 0% | 3% | 0% | 0% | 0% | 0% | 6% |
| All of the above | 8% | 10% | 7% | 6% | 0% | 7% | 14% | 11% | 0% | 17% | 6% |
| Other | 4% | 3% | 0% | 0% | 0% | 0% | 5% | 5% | 0% | 0% | 23% |
| N (unweighted) | 373 | 138 | 31 | 72 | 7 | 113 | 25 | 21 | 2 | 7 | 74 |

| In your school, who is responsible for creating, adapting or updating existing curriculum resources? | All | Which of these types of school do you teach at? | | | | | | | | | |
|---|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| Board of Trustees | 5% | 4% | 10% | 6% | 0% | 2% | 0% | 5% | 50% | 17% | 6% |
| Principal/Headmaster | 25% | 35% | 34% | 53% | 17% | 8% | 0% | 11% | 0% | 0% | 10% |
| Deputy Principal or Assistant Principal | 28% | 40% | 34% | 56% | 0% | 8% | 0% | 11% | 0% | 0% | 12% |
| Curriculum leaders/Heads of Department | 72% | 73% | 72% | 77% | 67% | 82% | 62% | 68% | 50% | 50% | 46% |
| It is the responsibility of individual teachers | 55% | 46% | 55% | 59% | 33% | 63% | 52% | 47% | 50% | 67% | 60% |
| Librarian | 9% | 11% | 10% | 13% | 33% | 4% | 0% | 11% | 0% | 0% | 4% |
| Other non-teaching staff | 8% | 9% | 10% | 8% | 0% | 6% | 5% | 5% | 0% | 0% | 4% |
| All of the above | 7% | 9% | 7% | 8% | 0% | 7% | 10% | 11% | 0% | 17% | 4% |
| Other | 4% | 1% | 0% | 2% | 0% | 1% | 5% | 5% | 0% | 0% | 18% |
| N (unweighted) | 367 | 138 | 31 | 72 | 7 | 113 | 25 | 21 | 2 | 7 | 74 |

| What methods, if any, does your school use to maintain your inventory of curriculum resources? | All | Which of these types of school do you teach at? | | | | | | | | | |
|--|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| Librarian | 38% | 43% | 36% | 50% | 29% | 28% | 29% | 32% | 50% | 17% | 20% |
| Resource room | 66% | 76% | 54% | 77% | 57% | 53% | 38% | 63% | 50% | 33% | 55% |
| LMS (e.g. Moodle, Canvas, etc.) | 9% | 4% | 11% | 6% | 0% | 20% | 0% | 16% | 50% | 17% | 8% |
| Google Team Drives or Office 365 Shared Folders | 59% | 51% | 54% | 65% | 29% | 71% | 52% | 68% | 50% | 50% | 41% |
| Individual teachers' files/folders | 62% | 49% | 50% | 66% | 57% | 72% | 57% | 89% | 0% | 33% | 57% |
| All of the above | 11% | 8% | 25% | 10% | 14% | 18% | 24% | 16% | 50% | 33% | 8% |
| Other | 5% | 4% | 4% | 3% | 0% | 3% | 10% | 11% | 0% | 17% | 0% |
| N (unweighted) | 362 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | 74 |

| Which of the following methods are used to deliver content in your classroom? | ALL | Which of the following apply at your school in relation to pupils bringing their own electronic devices? | | | | | |
|---|-----|--|--------------------------------------|-----------------------------|--------------------------------------|--|--------------|
| | | Already implemented | Will be implemented this year (2018) | Will be implemented in 2019 | Will be implemented in 2020 or later | Not currently planning to implement BYOD | I'm not sure |
| Paper handouts | 87% | 88% | 80% | 93% | 40% | 53% | 80% |
| Electronic whiteboard | 38% | 38% | 80% | 40% | 25% | 40% | 37% |
| Learning management system (e.g. Moodle) | 30% | 42% | 0% | 53% | 25% | 17% | 15% |
| Electronic downloads | 68% | 77% | 40% | 80% | 63% | 63% | 44% |
| Material scanned in school | 49% | 57% | 40% | 67% | 38% | 41% | 34% |
| Other methods | 21% | 18% | 0% | 13% | 25% | 25% | 22% |
| N (unweighted) | 355 | 184 | 5 | 18 | 16 | 119 | 48 |

| Which of the following methods are used to deliver content in your classroom? | All | Which of these types of school do you teach at? | | | | | | | | | |
|---|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| Paper handouts | 87% | 95% | 84% | 87% | 86% | 96% | 76% | 82% | 100% | 100% | 61% |
| Electronic whiteboard | 38% | 64% | 48% | 49% | 29% | 21% | 19% | 24% | 0% | 0% | 31% |
| Learning management system (e.g. Moodle) | 30% | 21% | 20% | 20% | 43% | 51% | 19% | 47% | 0% | 0% | 20% |
| Electronic downloads | 68% | 60% | 56% | 77% | 29% | 78% | 67% | 100% | 0% | 33% | 53% |
| Material scanned in school | 49% | 47% | 40% | 52% | 29% | 60% | 57% | 59% | 0% | 67% | 29% |
| Other methods | 21% | 17% | 8% | 26% | 0% | 17% | 33% | 6% | 0% | 0% | 33% |
| N (unweighted) | 355 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | 74 |

| Which of the following methods are used to deliver content in your classroom? | ALL | What is your school's decile rating? | | |
|---|-----|--------------------------------------|--------|---------|
| | | 1 to 3 | 4 to 7 | 8 to 10 |
| Paper handouts | 87% | 91% | 86% | 88% |
| Electronic whiteboard | 38% | 39% | 36% | 43% |
| Learning management system (e.g. Moodle) | 30% | 26% | 34% | 27% |
| Electronic downloads | 68% | 66% | 65% | 70% |
| Material scanned in school | 49% | 52% | 44% | 52% |
| Other methods | 21% | 24% | 15% | 24% |
| N (unweighted) | 355 | 89 | 144 | 124 |

| Which of the methods of delivering content in your classroom do you use most often? | ALL | Which of the following apply at your school in relation to pupils bringing their own electronic devices? | | | | | |
|---|-----|--|--------------------------------------|-----------------------------|--------------------------------------|--|--------------|
| | | Already implemented | Will be implemented this year (2018) | Will be implemented in 2019 | Will be implemented in 2020 or later | Not currently planning to implement BYOD | I'm not sure |
| Paper handouts | 54% | 45% | 60% | 80% | 13% | 7% | 33% |
| Electronic whiteboard | 21% | 17% | 60% | 13% | 19% | 26% | 17% |
| Learning management system (e.g. Moodle) | 18% | 27% | 20% | 7% | 6% | 10% | 7% |
| Electronic downloads | 31% | 40% | 60% | 33% | 31% | 17% | 22% |
| Material scanned in school | 13% | 19% | 0% | 7% | 6% | 9% | 7% |
| Other methods | 19% | 14% | 0% | 20% | 25% | 27% | 20% |
| N (unweighted) | 353 | 184 | 5 | 18 | 16 | 119 | 48 |

| Which of the methods of delivering content in your classroom do you use most often? | ALL | Which of these types of school do you teach at? | | | | | | | | | |
|---|-----|---|------------------------------------|--|-------------------------------|----------------------------------|--|--|-----------|--------------------|-------|
| | | Primary School (Years 0 to 6) | Intermediate School (Years 7 to 8) | Combined Primary and Intermediate (Years 0 to 8) | Middle School (Years 7 to 10) | Secondary School (Years 9 to 13) | Combined Intermediate and Secondary School (Years 7 to 13) | Combined Primary, Intermediate and Secondary (Years 0 to 13) | Wharekura | Kura Kaupapa Maori | Other |
| Paper handouts | 54% | 64% | 54% | 48% | 57% | 58% | 48% | 50% | 100% | 100% | 39% |
| Electronic whiteboard | 21% | 30% | 42% | 18% | 43% | 15% | 5% | 19% | 100% | 33% | 16% |
| Learning management system (e.g. Moodle) | 18% | 10% | 17% | 10% | 29% | 29% | 10% | 31% | 0% | 0% | 18% |
| Electronic downloads | 31% | 26% | 29% | 28% | 57% | 34% | 29% | 69% | 0% | 0% | 24% |
| Material scanned in school | 13% | 12% | 33% | 15% | 29% | 22% | 10% | 13% | 0% | 0% | 2% |
| Other methods | 19% | 15% | 4% | 21% | 0% | 18% | 29% | 6% | 0% | 0% | 33% |
| N (unweighted) | 353 | 138 | 31 | 72 | 7 | 113 | 24 | 21 | 2 | 7 | 74 |

| Which of the methods of delivering content in your classroom do you use most often? | ALL | What is your school's decile rating? | | |
|--|-----|--------------------------------------|--------|---------|
| | | 1 to 3 | 4 to 7 | 8 to 10 |
| Paper handouts | 54% | 63% | 56% | 48% |
| Electronic whiteboard | 21% | 26% | 19% | 20% |
| Learning management system (e.g. Moodle) | 18% | 16% | 21% | 14% |
| Electronic downloads | 31% | 24% | 33% | 31% |
| Material scanned in school | 13% | 17% | 9% | 15% |
| Other methods | 19% | 18% | 19% | 19% |
| N (unweighted) | 353 | 88 | 144 | 124 |

| How often do you distribute individual pieces of printed and/or digital content directly to students? - Print format | ALL | Which of the following apply at your school in relation to pupils bringing their own electronic devices? | | | | | |
|---|-----|--|--------------------------------------|-----------------------------|--------------------------------------|--|--------------|
| | | Already implemented | Will be implemented this year (2018) | Will be implemented in 2019 | Will be implemented in 2020 or later | Not currently planning to implement BYOD | I'm not sure |
| Daily | 39% | 32% | 60% | 40% | 44% | 47% | 41% |
| Weekly | 40% | 45% | 20% | 47% | 31% | 34% | 37% |
| More than 5 times a term | 9% | 10% | 20% | 13% | 19% | 7% | 7% |
| Less than 5 times a term | 9% | 12% | 0% | 0% | 6% | 5% | 10% |
| Never | 3% | 1% | 0% | 0% | 0% | 7% | 5% |
| N (unweighted) | 320 | 184 | 5 | 18 | 16 | 119 | 46 |

| How often do you distribute individual pieces of printed and/or digital content directly to students? - Digital format | ALL | Which of the following apply at your school in relation to pupils bringing their own electronic devices? | | | | | |
|---|-----|--|--------------------------------------|-----------------------------|--------------------------------------|--|--------------|
| | | Already implemented | Will be implemented this year (2018) | Will be implemented in 2019 | Will be implemented in 2020 or later | Not currently planning to implement BYOD | I'm not sure |
| Daily | 48% | 51% | 25% | 43% | 57% | 46% | 36% |
| Weekly | 28% | 30% | 50% | 36% | 21% | 26% | 22% |
| More than 5 times a term | 13% | 13% | 25% | 14% | 14% | 8% | 19% |
| Less than 5 times a term | 6% | 5% | 0% | 0% | 7% | 7% | 8% |
| Never | 7% | 2% | 0% | 7% | 0% | 12% | 14% |
| N (unweighted) | 320 | 184 | 5 | 18 | 16 | 119 | 48 |

| Which of these, if any, are the sources of materials you prefer for teaching your students? | ALL | Gender | | Age Group | | | | | | | |
|--|-----|--------|--------|----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| | | Male | Female | Under 18 years | 18-24 years | 25-34 years | 35-44 years | 45-54 years | 55-64 years | 65-74 years | 75 years or over |
| Online New Zealand resources | 39% | 55% | 37% | 38% | 50% | 35% | 51% | 36% | 33% | 39% | 44% |
| Commercially published workbooks | 28% | 28% | 27% | 25% | 0% | 27% | 25% | 27% | 31% | 30% | 22% |
| Compilations of print materials from a range of sources | 32% | 47% | 30% | 31% | 0% | 22% | 34% | 30% | 25% | 45% | 78% |
| Online international resources | 8% | 2% | 9% | 6% | 50% | 16% | 3% | 14% | 6% | 6% | 0% |
| Textbooks owned by the school | 60% | 51% | 61% | 63% | 25% | 51% | 56% | 59% | 69% | 58% | 67% |
| Workbooks put together by the school | 77% | 64% | 80% | 69% | 50% | 81% | 85% | 70% | 77% | 80% | 56% |
| Subscriptions to digital resources | 41% | 51% | 39% | 19% | 50% | 24% | 47% | 41% | 47% | 43% | 33% |
| Materials scanned in schools | 35% | 36% | 34% | 25% | 50% | 43% | 40% | 32% | 40% | 26% | 0% |
| Textbooks owned by the student | 20% | 15% | 20% | 13% | 50% | 11% | 16% | 21% | 24% | 19% | 33% |
| Other | 11% | 6% | 11% | 19% | 0% | 5% | 12% | 13% | 10% | 12% | 11% |
| N (unweighted) | 352 | 47 | 294 | 16 | 4 | 37 | 68 | 56 | 93 | 69 | 9 |

| In which of the following ways do you find new teaching materials? | ALL | Gender | | Age Group | | | | | | | |
|--|-----|--------|--------|----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| | | Male | Female | Under 18 years | 18-24 years | 25-34 years | 35-44 years | 45-54 years | 55-64 years | 65-74 years | 75 years or over |
| Online from New Zealand sources | 90% | 82% | 92% | 88% | 60% | 97% | 85% | 92% | 93% | 92% | 70% |
| Online from international sources | 68% | 64% | 69% | 63% | 80% | 67% | 71% | 69% | 73% | 61% | 50% |
| Referral from other teachers | 81% | 72% | 82% | 75% | 60% | 75% | 84% | 86% | 80% | 81% | 80% |
| Sales visits or promotional materials from resource suppliers | 31% | 24% | 32% | 44% | 40% | 22% | 22% | 19% | 38% | 39% | 60% |
| Other | 6% | 8% | 5% | 6% | 20% | 3% | 6% | 7% | 4% | 6% | 20% |
| N (unweighted) | 682 | 220 | 538 | 16 | 5 | 36 | 68 | 59 | 94 | 72 | 10 |