



Briefing Note: Launch of the Instagram Guide for Parents

To:	Hon Tracey Martin, Associate Minister of Education		
Cc:			
Date:	31-1-2019	Priority:	Medium
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This paper provides advice and talking points for the launch of the Instagram Guide for Parents, as requested.

Note the background information and talking points for your consideration.

Noted

Agree that this Briefing will be proactively released.

Agree / Disagree

Summary

- You have been invited to speak at the launch of The Instagram Guide for Parents on Monday 4th February.
- As requested, talking points are provided.



Stuart Wakefield
Chief Digital Officer
Business Enablement Support Group

31/01/2019



Background

1. The Instagram Guide for Parents is being launched at a roundtable event on Monday 4th February – the day before Safer Internet Day.
2. The guide is a more in-depth revision of the 2014 guide for NZ parents. It provides information for parents on how Instagram works, how to support their child to manage privacy, interactions, and time spent on Instagram. It also provides examples of questions parents can use to get the conversation started.
3. NetSafe staff have not been able to provide a copy of the guide, as at 29/1/19. However, the version to be released will be closely modelled on the US version with modifications for a New Zealand audience.
4. The US version can be accessed via this [link](#) .
5. You have been invited to the event and will speak to an audience of up to 40 people, including Instagram and Netsafe staff, educators, young people, and representatives of social and digital advocacy groups. Your time at the event is scheduled for 8.30-8.50 a.m.

Talking Points

6. The Instagram guide is being released in an increasingly digital world in which we want NZ young people to be not just consumers of technology but also creators of it.
7. We live in a fast evolving digital world characterised by changing ways of communicating, living, and working. Digital technologies are used everywhere: we have automatic scanners at the supermarkets to buy our food, drones helping farmers to know when to water their crops, and surgeons using robots to mend hearts, and of course Instagram to check the news or see what Beyoncé is up to.
8. Parents and whānau know their children best and are the most important influence in their lives. The challenge for parents is that they must take care of, and raise their children through this constantly-changing digital world. The Instagram guide for parents has been developed to support parents in recognition of that important and difficult task.
9. From the beginning of 2018, Digital Technologies and Hangarau Matihiko learning has been included as part of the New Zealand education system's National Curriculum and from 2020 onwards it will be expected that all schools and kura will be teaching the new content.
10. The intention of these curriculum revisions is to ensure that the young people of Aotearoa develop and grow as digitally capable thinkers, producers and creators – and not just be consumers and users of electronic devices and hardware.
11. The challenge for educators will be to equip learners with an understanding of how digital technologies work – helping them to navigate technological changes, societal problems and opportunities, and be safe while doing so whatever pathway they choose.
12. As we prepare learners for the future, a particular bright spot is the positive impact of Assistive Technology.

Digital Citizens

13. Assistive technology is designed to significantly benefit students who have learning difficulties. Whether students have physical impairments, vision, hearing, specific learning difficulties or cognitive problems, assistive technology can help them to function within the classroom.
14. Assistive technology is essential for some students to access the NZ curriculum.
15. With the right assistive technology students are able to participate and become successful learners, reducing the feelings of alienation.
16. Assistive technology can unlock students learning potential empowering them to build on their strengths and address their challenges.
17. For instance, a growing number of schools are using auto-readers so that learners, who would otherwise struggle with reading and writing text can have access to a variety of tools to support participation and independent learning.
18. With such a wide range of opportunities available to our young people, it is important that we work together to ensure wellbeing is enhanced.
19. With the launch of this guide, we have achieved this today – thank you, whatever your role in making this real.

Related topics

20. Given the topic of the launch event, other related digital topics such as the cost of devices, the nature and effectiveness of learning with digital devices, and digital harm may arise.
21. Possible responses, should these topics be raised via questions:
 - a. Cost of devices
 - i I acknowledge digital technologies can be costly for families and schools. Currently, it is the role of the Board of Trustees to make technology decisions that are best for their school.
 - ii Schools have a range of ways to ensure students do not miss out. Some schools work with local trusts to establish affordable lease-to-buy arrangements, while some purchase class sets of devices, and others have Bring Your Own Device (BYOD) policies. Schools with BYOD policies may have devices available for those students who do not have access to their own.
 - iii A Board of Trustees cannot make a student provide a digital device. Students should not be excluded from participating in specific courses or more general curriculum activity if they are unable to provide their own devices.
 - b. Nature and effectiveness of learning using digital devices
 - i The Ministry has commissioned two significant reports since 2016 that include findings on the impact of digital technologies for education.
 - ii These were *Towards digital enablement: A literature review* by Charles Newton and *Equitable digital access to the internet beyond school: A literature review* by the Victoria University of Wellington. The Victoria

University study concluded that children who had access to the Internet at home, good home-school alignment, and received effective parental/whānau support gain benefits in terms of learning, psychological development and social aspects.

- iii In accordance with the research, the Ministry is strengthening digital competencies in the National Curriculum to further prepare our young people to successfully meet the demands of a rapidly evolving digital world. It is also piloting an Equitable Digital Access programme, which provides free home internet to learners.

c. Digital harm

- i Events such as this morning's show how communities of interest can work together to lift wellbeing for young people. In this case – as in others in the area of youth wellbeing – technical expertise, and the wisdom of young people and their families can be aligned to make a positive difference for young people.
- ii Government funds NetSafe to provide cyber safety advice for schools and parents, which includes advice on screen time. Further information is provided by the Ministry of Health's Physical Activity Guidelines for Children and Young People.
- iii The Education Act 1989 requires schools boards to ensure every student is physically and emotionally safe at school. Each school is responsible for putting in place behaviour management policies, including to address bullying, to achieve this.
- iv If a parent does have a concern about the wellbeing of their child at school, we encourage them to make use of the school's formal complaints process in the first instance. If they remain concerned after that process, they can contact their local Ministry office for advice.

Other Relevant Information

22. Netsafe has been contracted by the Ministry since 2004, to be the provider of cybersafety education for New Zealand schools.
23. The contract with Netsafe was renewed in July 2016, and is due to end in June 2019. It notes services delivered to kura and schools including:
 - To Educate
 - Delivering education content and services
 - Working with partners to support schools indirectly
 - To Respond
 - Receiving, assessing and investigating online safety and security queries
 - Providing direct assistance through advice and/or referral to other agencies
 - To Advise
 - Providing advice to the Ministry
 - Providing advice to the sector
 - Collaborating with others.
24. The Ministry will work with NetSafe on plans beyond June 2019.

Proactive Release

25. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Proactively Released