

Interview guidelines on ICT in teaching in the Caribbean Netherlands

May 2022



Let ict work **for education**



Contents

> Firstly, define your objective	3
> Design of the question set	3
> Basic questions and in-depth questions	3
> About the 'State of affairs for ICT in the Caribbean Netherlands'	4
Section 1	5
> Implementing teaching prerequisites	5
Section 2	6
> Application and use of ICT in education	6
Section 3	9
> ICT competence and professionalisation	9
Section 4	10
> Vision and school's arrangements	10
Section 5	11
> COVID-19	11



Your school took part in the 'State of affairs for ICT in the Caribbean Netherlands'. In your school's report, you will see how teachers organised their teaching, what benefits they found and the extent to which the prerequisites were in order. The report also provides insight into your team's ambitions for ICT. This set of questions will support you in using the report to start a conversation at your school.

Firstly, define your objective

This set of questions should help you as a team to interpret the school report and initiate mutual discussion about ICT in teaching. Before you engage in this discussion, it is important to decide on the objective of the discussion. Here is one thing for the team to consider in this regard:

- ▶ Are we going to discuss all topics or are there specific topics from the baseline measurement that we should explore in more depth?

Design of the question set

The question set is made up of five sections:

1. Implementing teaching prerequisites
2. Application and use of ICT in teaching (now and in the future)
3. ICT competence and professionalisation (now and in the future.
4. Vision and school's arrangements
5. COVID-19

Basic questions and in-depth questions

Each section of the question set comprises basic questions and in-depth questions. You can choose to discuss the entirety of the school report or to select parts and discuss them in the team. There are also questions that are more about the future and from which (possible) follow-up actions may emerge.

1. What am I seeing?
2. What do you think about it?
3. What would you want to be different?
4. And what would you need for that?





The in-depth questions are divided into team questions and individual questions. You can answer the individual help questions in relation to your own class. These individual help questions may assist you as a team to answer the basic questions.

About the 'State of affairs for ICT in the Caribbean Netherlands'

This set of questions relates to the school reports on the 'Baseline measurement for ICT in the Caribbean Netherlands'. This baseline measurement was carried out among schools during the 2021/2022 school year. The report outlines the position of ICT use in teaching and the ICT prerequisites in the view of administrators, school leaders, ICT coordinators and teachers. The ambitions for the application of ICT in teaching are also discussed.



Section 1

Implementing teaching prerequisites

	Team questions	Individual questions
Availability of software and devices	What do you think about the availability of software and devices? To what extent does this align with the school's ambitions and vision for teaching and ICT?	
ICT budget and investment	To what extent do the planned investments align with the school's ICT priorities?	
Infrastructure and internet connection	When thinking about satisfaction with the network connection, what do you see? Is there a need for improvement? If yes, what would you want to be different?	
Accessibility, management, technical support	What role could technical and functional support play in this regard?	
Personal Data Protection Act BES Islands (Wbp BES)	To what extent are agreements still needed to apply the Wbp BES? To what extent are the staff able to comply with the agreements?	In hoeverre ben je op de hoogte van de afspraken over de bescherming van persoonsgegevens? En lukt het om deze na te leven?
Comparison questions	To what extent does this align with the school's ambitions and vision for teaching and ICT?	





Section 2

Application and use of ICT in education

	Team questions	Individual questions
Availability and use of digital educational resources and teaching materials	What do you think about the availability and application of digital educational resources and teaching materials? To what extent does this align with the school's ambitions and vision for teaching and ICT? What is needed to make this better aligned?	To what extent do you use digital educational resources and teaching materials? For what reasons does this work or not work? Are there digital educational resources and teaching materials that you would like to make more use of in the future? And what would you need for that?
Testing and assessment using the support of ICT	What do you think about the use of digital testing at your school? And of the use of analysis of digital testing results?	Compared to your colleagues, do you make more use or less use of (analysis of) digital testing? And for what reasons?
	How would you like this to be different in the future? What is needed to put this into effect?	Do you want to change this in the future? If yes, what exactly do you want to change?
		In order to be able to effect these changes, what do you need from... <ul style="list-style-type: none"> ▶ Your colleagues? ▶ Technical support? ▶ School leader/administration





	Team questions	Individual questions
Application of teacher-oriented ICT and pupil-oriented ICT	What do you notice when you look at the teacher-oriented and pupil-oriented use of ICT in lessons? Do these align with your school / your vision?	To what extent do you currently make use of teacher-oriented or pupil-oriented ICT in the lessons? For what reasons are you doing or not doing this?
	What is your vision for the future? What stands out in that?	How do your pupils respond to teacher-oriented use of ICT in the lessons? And to pupil-oriented use?
	What is needed to put this vision of the future into effect?	In what areas would you like to see changes or improvements in your teacher-oriented use in the future? And in terms of pupil-oriented use?
Digital literacy	What do you think of the attention devoted to digital literacy in your school? Which points stand out the most?	To what extent do you devote attention to digital literacy in your class compared to colleagues?
	To what extent does today's picture differ from the picture in the future?	What is already going well? And what points for improvement are there for the future?
	What is needed so that more attention is devoted to digital literacy in the future?	Who or what do you need to improve these points... <ul style="list-style-type: none"> ▶ Your colleagues? ▶ Technical support? (E.g. ICT coordinators) ▶ Your school leader/administration?
Added value of digital educational resources	What reasons for using digital resources get mentioned most at your school? Which ones the least?	What are the key reasons for using digital resources in your opinion?





	Team questions	Individual questions
	To what extent do these reasons align with the school's vision?	In what way is this reflected in your lessons? Does this align with the school's vision?
	As a school, how do we ensure that our educational resources align with the pupils' daily experiences? What is needed for that?	To what extent can I search for, find and possibly develop teaching materials myself?
Benefits of ICT	What benefits stand out the most?	What worked well with different pupils in the class(es)? Is there a pattern to this?
	Do your colleagues experience a different benefit? What is the reason for that?	How have you experienced the benefits to you? What worked well and what less so?
		What benefits would you like to focus on more in the future? And what do you need for that?
Comparison questions	To what extent does the use of digital educational resources align with the school's vision and ambitions? And what does this require from the requisite ICT infrastructure?	In what way are digital educational resources and teaching materials put to use in your lessons? Does this align with the school's vision? And with the current ICT infrastructure within the school?





Section 3

ICT competence and professionalisation

	Team questions	Individual questions
Teachers' ICT competence in general and specifically in applying ICT to teaching	To what extent do the competencies of the team align well with your school's vision?	How do you apply your ICT competencies as they apply to teaching to the quality of teaching for pupils? When do you notice that?
	Which prerequisites would you like to see improved at your school next year?	Which competencies would you like to develop in the near future?
Professionalisation opportunities and needs	Which professionalisation needs are the greatest in your team? What is the reason for this?	What would you like to learn more about in relation to the use of ICT in education? How would you like to learn this? For what reasons?
	To what extent do these needs align with your school's vision and do they align with the professionalisation needs? What is needed for them to be even better aligned?	Wat heb je nodig om deze professionaliserings-behoefte te kunnen realiseren van... <ul style="list-style-type: none"> ▶ Your colleagues? ▶ Technical support? (E.g. ICT coordinators) ▶ Your school leader/administration?
Comparison questions	To what extent do the team's competencies align with the digital educational resources and teaching materials and the ICT systems in your school?	To what extent do your competencies align with the digital educational resources and ICT systems used at your school?





Section 4

Vision and school's arrangements

	Team questions	Individual questions
Vision and school's arrangements	To what extent does our school have a vision for teaching and ICT and an educational resources policy? To what extent are the staff aware of this vision and is it also being put into practice?	What do you think about the specification of arrangements for ICT use in your school? To what extent do you agree with them?
Quality of ICT usage in the future	What is our priority in the near future as regards improving the quality of ICT usage? What can we do about it for ourselves and what can we learn from other schools?	What do I need so as to improve the quality of ICT usage?



Section 5

COVID-19

	Team questions	Individual questions
Return of COVID-19	What do you think about the problem areas mentioned? What problem areas have we identified? How can these be solved?	What have been the positive experiences during the COVID-19 period that I can take with me into the future? What could still be improved? And what do I need for that?
Working from home	To what extent is it possible for us to work from home and conduct classes from home?	



Colophon Interview guidelines on ICT in teaching in the Caribbean Netherlands

Date of release

May, 2022

Author(s)

Nadira Saab (Kennisnet)
Manel van Kessel (Kennisnet)
Nathalie van Steen (Kennisnet)
Laura Westerveld (Kennisnet)
Rianda Sacré (Excellent Government & Management Consultancy)

Fotography

iStock

Design

Delta3, Den Haag

Some rights reserved

Although the most care has been taken to the realization of this edition, the author(s), editor(s) and publisher of Kennisnet accept no liability for any errors or deficiencies.

About Kennisnet

A good education lays the foundation for living, learning and working, and challenges students to bring out the best in themselves. This requires an education that responds to social, economic and technological developments. Kennisnet supports management boards in primary education, secondary education and vocational education in professionally implementing ICT and is the guide and builder of ICT foundations for schools.

Kennisnet is financed by the Dutch Ministry of Education, Culture and Science.



kennisnet.nl

Kennisnet
PO Box 778
2700 AT Zoetermeer

T 0800 321 22 33
E support@kennisnet.nl
I kennisnet.nl