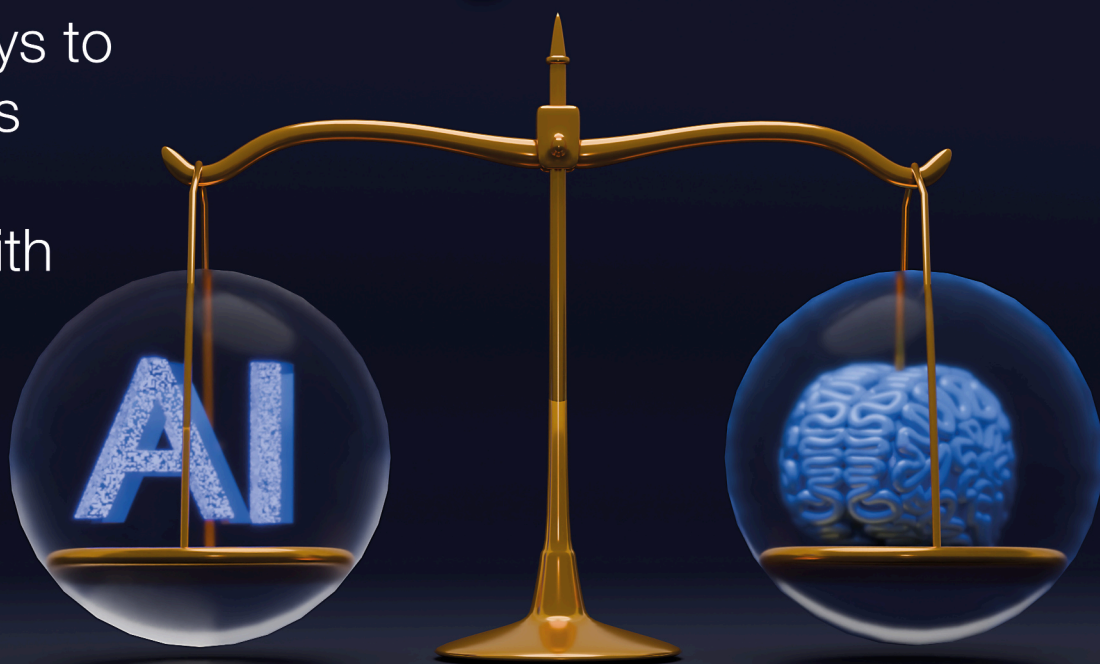


Helping students learn without AI doing all the work

Finding ways to balance AI's powerful potential with still doing the hard yards.

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FOREVER FISHERIES
From Ocean to Plate

STUDENT MINECRAFT COMPETITION 2026

Full details at interfaceonline.co.nz/minecraft2026

INTERFACE

MSC

Entries close
end of Term 3!

INTERFACE

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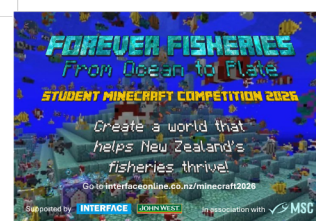
While every effort has been made to ensure accuracy of information in this magazine, the publisher does not accept liability for inaccuracies, omissions or misinterpretations that may occur, and urges readers to always check online resources before using them in class.

STUDENT MINECRAFT COMPETITION 2026: ENTRIES CLOSE END OF TERM 3

We hope you've already dived into this year's Minecraft challenge. We've received a lot of interest and we can't wait to see everyone's creations. There are a few weeks left but don't delay. The closing date is **Friday 25 September** (the end of Term 3).

We've teamed up again with the Marine Stewardship Council (MSC) to bring you an awesome new mission for young builders and big thinkers! Their challenge is to create a Minecraft world that helps New Zealand's fisheries thrive. From ocean to plate, we want you to build and secure a better future! The possibilities and choices are huge. Whatever students build, just make sure it shows us how the world protects and promotes marine life, and uses smart, sustainable practices. Build the idea in Minecraft, record a fun 3-minute video tour and send it in!

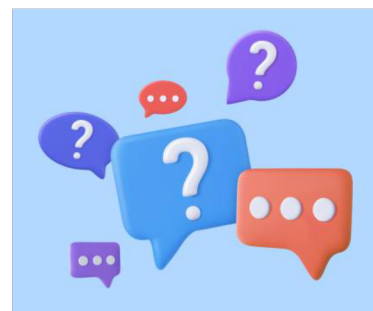
For more details and entry from go to interfaceonline.co.nz/minecraft2026/



HAVE YOUR SAY IN OUR READER SURVEY!

How are teachers really using digital technology in the classroom? We want to hear from you! Our reader survey will explore your experiences with technology, AI and emerging tools, and the challenges you face. It only takes a few minutes – and there's an awesome prize for one lucky respondent!

Go to interfaceonline.co.nz/readersurvey2026/

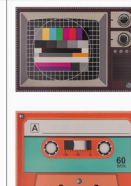


MEET OUR LATEST COMPETITION WINNERS

Thanks to everyone who entered the competitions in our July issue. Congratulations to our winners.

There were two Lego-style Four-in-One Fast Charging Data Cables up for grabs. These are on their way to **Leeann Hansen**, Hora Hora Primary School, Whangarei, and **Stephen Brady**, Temuka Primary School, Canterbury. The Mini Programmable Keyboard goes to **Beverley Ward**, Hastings Central School, Hawke's Bay. Dust and crumbs will be a thing of the past for **Vaisima Langi**, Kingsford School, Auckland, who wins a Desktop Vacuum Cleaner. Lastly, table settings will have a touch of tech nostalgia for **Anna Stockman**, Opunake Primary School, Taranaki, with a Retro Style Placemat Set.

We're giving away more great prizes this time at interfaceonline.co.nz/competitions/



Try competitive coding with KiwiHacks Nova. Page 4.

WANTED: EDUCATORS FOR NETSAFE'S NEW ADVISORY GROUP

Netsafe is establishing an Advisory Group – and is looking for people to join. The aim of the group will be to guide the development of new resources and online learning materials, focused on supporting young people's online safety.



"We welcome any member of staff in the school context," said Netsafe. "Diverse voices will strengthen the quality and relevance of the resources we create and provide. You also don't need to be an expert in online safety or digital tech, just have a genuine interest in supporting young people's wellbeing online."

"By joining the group, you'll have the opportunity to share your experience and help shape the next generation of resources for school staff and students. You'll also get early access to new resources, opportunities to co-design, test and pilot new materials, and a chance to share insights that will help inform Netsafe's approach to supporting digital capability and wellbeing in schools."

"There's no fixed or ongoing commitment. Simply sign up to stay in the loop with what we're creating, and we'll let you know when opportunities come up to share your feedback, test resources or get involved."

Find out more at education.netsafe.org.nz/advisory-group

PARENTS WANT DIGITAL LITERACY AT KINDERGARTEN

How early is early enough? According to a recent survey of American parents of pre-school children, most believe digital literacy should be taught starting at four years old. Other findings from the study by Talker Research include:

- 89% believe it's important that children's screentime is educational;
- 43% enforce screentime limits – 55 minutes a day, on average;
- 76% are 'figuring out as they go' how to teach responsible technology habits;
- 90% say learning how to use digital tech will be important for their child's future;
- Besides educational/learning apps (59%), pre-schoolers mainly use technology to watch videos (51%) and listen to music (41%).

TESTING AI-POWERED TUTORS FOR DISADVANTAGED STUDENTS

The UK government is running a pilot programme to test AI-powered, one-to-one tutoring for up to 450,000 disadvantaged secondary school students.



Developed with tech companies and teachers, these supervised tools aim to align with the national curriculum and give poorer students – specifically those receiving free school meals – free, personalised learning support.

The AI tutoring tools will be developed for English, maths, science, and modern languages, and designed to adapt to individual needs, provide help when stuck and identify where extra assistance is needed. Following this year's pilot, the plan is to make successful tools available nationally from 2027.

More at bit.ly/ukaitutorpilot

REACH MORE STUDENTS THROUGH AUDIOBOOKS

Not every student finds reading easy but the right story in the right format can open the door. ePlatform's curated Audiobook

collections help schools engage different ages, interests and learning needs through popular fiction, non-fiction, New Zealand stories and curriculum-aligned reading. Students can listen wherever learning and life take them.

Request a chat with an ePlatform specialist and book a demonstration at eplatform.co/nz.



Turn Reluctant Readers Into Eager Listeners

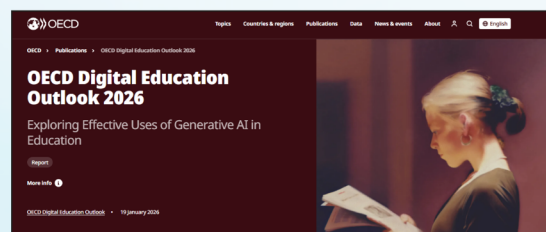
Audiobook collections curated for NZ schools

NEW COURSES FOR DEVELOPING PRACTICAL SKILLS

From 2029, New Zealand schools will be introducing a new suite of industry-led secondary subjects, designed to help students in Years 12 and 13 build practical skills aligned with sectors facing growing workforce demand. The nine courses will include Next-Gen Manufacturing (applying practical digital skills to produce, improve and evaluate products and processes), Energy and Infrastructure (using STEM principles to address real-world challenges), Applied Intelligent Systems (designing, deploying and evaluating AI-enabled autonomous workflows and agents).

More at bit.ly/newpracticalcourses

OECD REPORT SUGGESTS A 'GUIDED AI' APPROACH



The latest OECD research concludes that generative AI can support learning when it's used according to clear teaching principles, rather than simply allowing students to outsource cognitive work to AI. OECD Digital Education Outlook 2026 analyses emerging research that suggests GenAI can support learning when guided by clear teaching principles. It highlights the benefits of GenAI as a tutor, partner and assistant, and synthesises experts' evidence and insights on the design criteria that make it work for education.

Read the report at bit.ly/oecdai26

Helping students learn without AI doing all the work. See pages 6 and 7.



Join us in Lincoln (13 May), Rotorua (18 May) and Auckland (20 May). More at interfacexpo.nz

Know a student who loves coding? Show them KiwiHacks

There are plenty of places for young New Zealanders to compete in sport and academics and be celebrated for their success. There are far fewer places where a teenager can spend an entire weekend building apps, games and even robots! Amazing technology students were being ignored – but not any longer thanks to KiwiHacks.

KiwiHacks is New Zealand's largest high school hackathon club run by teens. It organises free tech competitions for students 18 and under. The events are like a creative sprint with students collaborating, learning new skills and turning an idea into a working piece of technology.

KiwiHacks started when an overseas hackathon experience prompted 15-year-old Niko Purdie to reflect on New Zealand's lack of accessible, collaborative spaces for Kiwi youth interested in tech. He wanted to foster a community of passionate young Kiwi tech talent to meet and create together. In November 2024, he ran his first 24-hour hackathon alone with 10 attendees. The next had 25 KiwiHackers and then 60 at the event after that!

Over the next few months, Niko built a team of seven exceptional high schoolers who share his passion. Now, they work together to create larger, cooler and more impactful events. Last May's KiwiHacks 2026, was the first flagship hackathon, bringing together more than 100 secondary school students. Over 24 hours, young Kiwis of all experience levels gained the confidence to build and share something they were proud of. As one participant explained, "I loved getting to work all day on something and having fun with new people."

Fun and accessible

KiwiHacks is designed to be a fun and accessible way for students to explore technology, especially for those who may not currently have access to coding programmes at school.

All high schoolers aged 13-18 are welcome. Mentors are always available throughout KiwiHacks events and beginner-friendly workshops mean students don't need any prior experience. Food, drinks and swag are all included, and everything is completely free thanks to generous sponsors.

For many attendees, these events are their first experience building something with technology outside the classroom. Whether they're creating their first game, designing a website, experimenting with artificial intelligence, or building an app to solve a real-world problem, KiwiHacks events show teenagers that technology is something they can create with, not just consume. They've empowered more than 250 young Kiwis to discover what they're capable of.

KiwiHacks Nova

KiwiHacks has grown from one teenager's insight into a national community of young creators. Now, it's taking the next step. Last June, it announced KiwiHacks Nova, a series of three hackathons across New Zealand, taking place during the Term 3 holidays. A nova is a star that suddenly bursts bright and that's the idea: light up Wellington, Christchurch, and Auckland with students building real things.



Nova will be a chance for students to meet new people, learn new skills, and build something they're actually proud of, whether that's an app, a game, a website, a hardware project, or something nobody has seen before! You team up, you get 24 hours, and you ship.

If you have students who'd like to participate, learn more and sign up at nova.kiwihacks.org. Or any questions, email niko@kiwihacks.org.

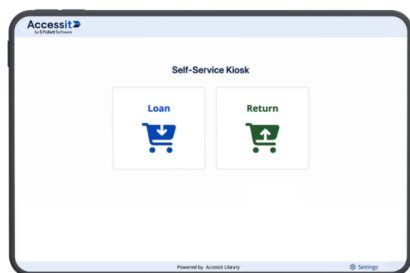
Article by **Christie Berenshteyn**.

- **Wellington:** 28-29 September
- **Christchurch:** 2-3 October
- **Auckland:** 9-10 October



Accessit Kiosk: Self-service resources, everywhere

Accessit Kiosk is a versatile, self-service circulation tool that's designed to make it easier for schools to track books, devices and other resources wherever they are being used.



ACCESSIT KIOSK TURNS ANY DEVICE INTO A SECURE, SELF-SERVICE BORROWING STATION.

Why was it built?

The idea for Accessit Kiosk came from a simple problem: schools are being asked to get more value from every resource they own, but tracking often stops at the library door.

For schools with part-time or no dedicated library staff, managing resources across classrooms and departments can be particularly challenging. Even where libraries are well staffed, traditional self-service options can mean expensive RFID terminals or web interfaces that aren't designed for students to use independently.

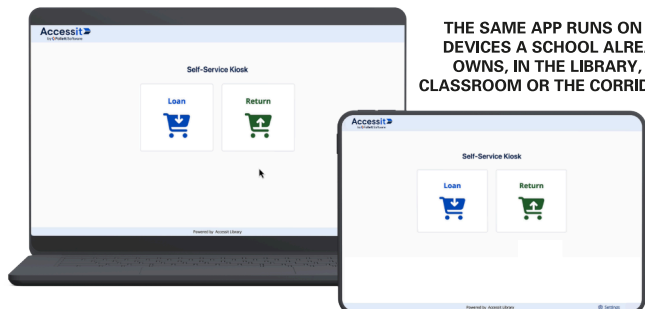
Accessit Kiosk offers a simpler alternative. Already being used by more than 100 schools, it enables students to borrow and return books and resources independently, wherever they are in the school.

Who is it for?

Accessit Kiosk is designed for schools that want resource access to extend beyond the library.

Busy libraries can use it to reduce queues and free staff to focus on students and more complex tasks. Schools without a full-time librarian gain a self-service option that can operate independently. Multi-campus schools can provide a consistent borrowing experience across different sites.

It also opens up new possibilities for teachers. Readers and curriculum resources can be lent directly from classrooms, while IT and resource managers can use the system to keep track of devices and equipment being issued and returned.



THE SAME APP RUNS ON THE DEVICES A SCHOOL ALREADY OWNS, IN THE LIBRARY, THE CLASSROOM OR THE CORRIDOR.

What makes it special?

Accessit Kiosk is a browser-based Progressive Web App, so it

works on devices schools already have, including laptops, tablets, Chromebooks, desktops and touchscreens. There is no additional hardware to purchase or app store to navigate.

A device can be locked into kiosk mode, bookmarked in a browser or installed as an app for quick, one-tap access.

The interface has also been designed with students in mind. A locked-down screen prevents students from navigating to other sites, while automatic timeouts clear personal information between users. Barcode or camera scanning makes borrowing and returning quick and straightforward.

Accessit Kiosk supports 15 languages, including English, Māori, Samoan and Chinese, with each device able to use the language most appropriate for its users.



KIOSK CAN BE USED IN MULTIPLE LANGUAGES, PERFECT FOR RESOURCES BEING BORROWED FROM LANGUAGE CLASSROOMS

The biggest benefit, however, may be the visibility it provides. Every loan and return, wherever it happens, feeds directly into the school's existing Accessit Library system, using the same borrower records and lending rules.

That means schools can see how resources are being used across classrooms, corridors and resource rooms – not just in the library. Over time, that data can help inform decisions about budgets, purchasing and replacing resources.

As one school leader put it: "Even the librarians who first pushed back now love how it frees them to spend time with students on more complex tasks."

Pricing in New Zealand

Accessit Kiosk is an optional add-on for schools already using Accessit Library, with annual subscriptions starting from NZ\$155 per year.

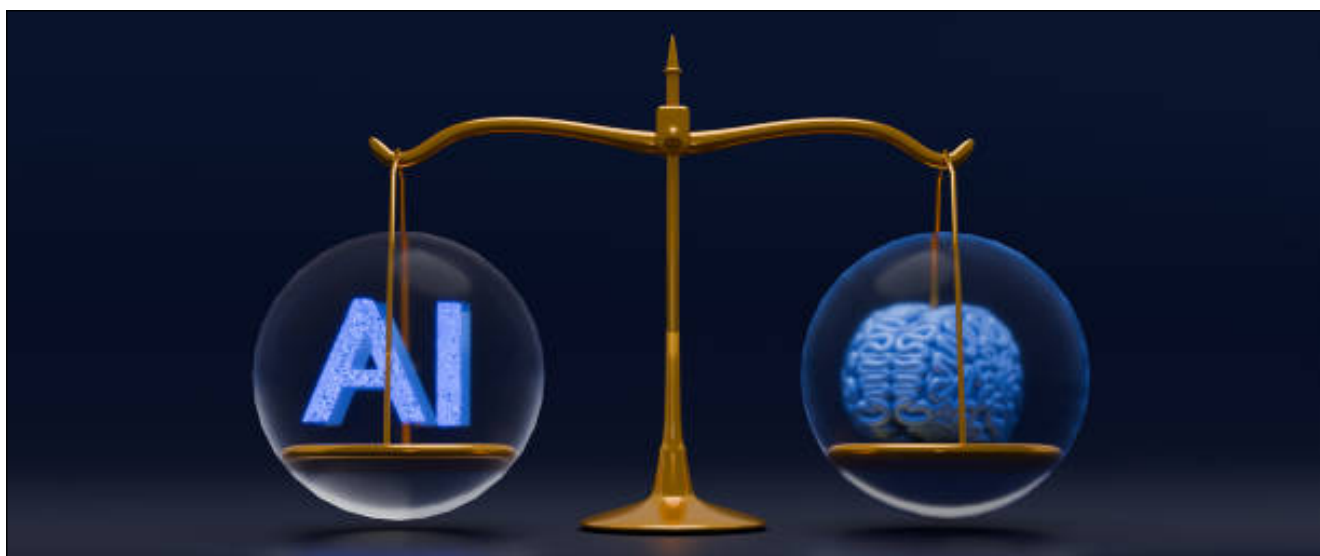
Pricing is based on the number of kiosks a school operates, with options ranging from one or two stations through to unlimited kiosks for schools wanting self-service borrowing available across the campus.

To find the right option for your school or arrange a demonstration, contact the Accessit team on **0800 542 727** or visit www.accessitlibrary.com/kiosk/

Accessit
by Follett Software

Helping students learn without AI doing all the work

Generative AI can write the essay, solve the problem and explain the concept – but if students aren't doing the thinking, are they really learning? Here we explore how teachers can balance AI's powerful potential for the learning journey with students still having to do the hard yards themselves.



Teachers are continually adapting to transformative technologies. Calculators changed mathematics classrooms. Search engines reshaped research. Tablets and smartphones altered how students accessed information. Each innovation prompted concerns before gradually finding its place alongside effective teaching.

Generative AI is another transformative technology but with a difference. It does more than provide information, it can imitate thinking itself. In seconds, these tools can write essays, solve equations, summarise research, generate computer code, and provide detailed explanations on almost any topic.

The challenge, therefore, is not deciding whether AI belongs in education. It's deciding when AI should do the work and when students must do it themselves.

Learning journey

Educators have long understood that the final product is only part of the learning journey. An essay, presentation or design project represents the visible outcome of a much richer process involving questioning, researching, analysing, organising ideas, drafting, revising, and reflecting. These are the stages where much of the learning occurs.

Imagine a student preparing an assignment on climate change. Traditionally, they would search for reliable sources, compare viewpoints, identify evidence, develop an argument, write multiple drafts, and refine their conclusions. Throughout this process, they build subject knowledge while simultaneously strengthening research skills, critical thinking and written communication.

With AI, much of that process can happen in seconds.

The student can request a well-structured essay, ask for references, improve the language, and even rewrite the work in the style of a high-achieving student. The finished assignment may be impressive but it raises an important question: Who did the learning?

If students increasingly rely on AI to perform the difficult thinking, they may produce excellent assignments while gradually missing opportunities to develop the very capabilities those assignments were designed to assess.

Productive struggle

One of the less celebrated aspects of effective teaching is the value of 'productive struggle'.

Learning's rarely immediate or effortless. Students make mistakes, encounter misconceptions, revise their thinking and sometimes experience frustration before concepts begin to make sense. Although these moments can feel uncomfortable, cognitive science consistently shows that appropriately challenging learning experiences strengthen understanding and improve long-term retention.

Building Ability

A student wrestling with a complex mathematics problem, refining a scientific explanation after receiving feedback, or redrafting an essay several times is doing far more than completing a task. They're building perseverance, awareness and confidence in their own ability to solve problems.

The dilemma is AI has the potential to remove much of this

productive struggle. When every question receives an immediate answer and every paragraph can be instantly improved, students may become accustomed to outsourcing the cognitive effort that leads to genuine learning.

Efficiency has obvious benefits but education has never been solely about efficiency. Sometimes the slower path produces the deeper understanding.

Accessible support

Yet framing AI purely as a threat would overlook its considerable educational potential. Used thoughtfully, Gen AI can become one of the most accessible learning supports many students have ever experienced.

Students who hesitate to ask questions in class can request explanations privately. Learners who need additional examples can generate as many as required. English language learners can simplify complex texts, while students with learning differences can receive personalised explanations presented in ways that better suit their needs. Importantly, these uses support learning rather than replace it.

The difference often lies in the questions students ask. Instead of saying, 'Write my conclusion,' a student might ask:

- Explain this concept in simpler language.
- Test my understanding with five questions.
- Give me feedback on my reasoning rather than rewriting it.
- Help me identify weaknesses in my argument.
- Suggest another perspective I should consider.

These prompts keep ownership of the thinking with the learner.

In this role, AI functions less like a substitute teacher and more like a patient tutor, available whenever students need support but still requiring them to engage intellectually with the work.

Helping students recognise this distinction may become one of the most valuable forms of digital literacy schools can teach.

Rethinking assessment

Generative AI also invites educators to reconsider how learning is assessed.

For decades, homework completed independently outside the classroom has formed a substantial part of many assessment programmes. Today, teachers can no longer assume that work completed at home reflects only the student's own thinking. This does not

necessarily signal a crisis. Rather, it presents an opportunity to design assessments that reveal learning instead of simply measuring products.

Many schools are already placing greater emphasis on learning processes by incorporating planning documents, annotated drafts, research journals, oral presentations, classroom discussions, and reflective commentaries alongside finished assignments. These approaches encourage students to demonstrate not only what they produced but how they arrived there.

A student who can explain their reasoning, justify their decisions and respond thoughtfully to questions provides stronger evidence of understanding than one who submits a flawless report they cannot discuss.

Assessment may increasingly shift from evaluating polished artefacts towards evaluating thinking.

Teaching AI Literacy

Alongside subject knowledge, schools have an emerging responsibility to teach students how to engage critically with AI itself.

While generative AI is remarkably capable, it's far from infallible, producing convincing inaccuracies, inventive references, reinforcing biases, and presenting opinions with unwarranted confidence. Students therefore need to learn that AI outputs should be questioned rather than accepted uncritically. This involves asking important questions:

- Where did this information come from?
- Is there evidence to support this claim?
- Could another source disagree?
- Does this answer actually address the question?

These habits mirror the critical thinking skills educators have always sought to cultivate. AI simply provides a new context in which to apply them. In many ways, AI literacy resembles information literacy. Students are not merely learning how to use a tool, they're learning when to trust it, when to challenge it and when to seek alternative evidence.

Equity and opportunity

The debate surrounding AI often focuses on academic misconduct but there's another perspective worth considering. For many students, AI provides forms of academic support that were previously unavailable. A learner who struggles with reading can receive simplified explanations. A student living in a remote community can access immediate tutoring outside school hours. Those

learning English can ask for translations, vocabulary support and clarification without embarrassment. These possibilities have significant implications for educational equity.

Changing roles

One prediction has remained remarkably consistent since AI entered education: teachers will become more important, not less.

Artificial intelligence can generate information almost instantly. Teachers help students make meaning from that information. AI can provide explanations. Teachers notice misconceptions, ask probing questions and adapt instruction in response to individual learners. AI can produce polished writing.

Teachers foster curiosity, resilience, ethical judgement and relationships that inspire students to persist when learning becomes difficult. These deeply human dimensions of education cannot be replicated by technology alone.

Indeed, as information becomes increasingly abundant, the ability to guide students in evaluating, synthesising and applying knowledge becomes even more valuable. Rather than diminishing the teacher's role, AI highlights its unique importance.

Finding the balance

Perhaps we'll look back on this moment in much the same way we now view the arrival of calculators or the internet, not as the end of learning but as the beginning of learning differently. AI asks something different. It requires teachers to think not only about what students produce, but about who's doing the thinking behind that production.

This shifts the focus from the finished assignment to the learning journey itself.

Will the classrooms that flourish in the years ahead be those where students sometimes work independently, wrestling with challenging ideas because that struggle strengthens understanding, as well as where AI is used deliberately, as a coach, a sounding board and a catalyst for curiosity?

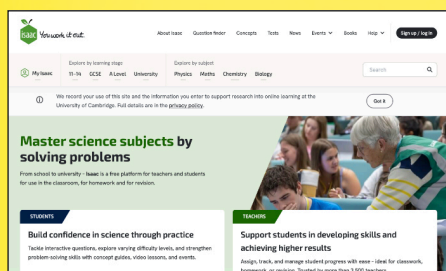
There are times when technology should make learning easier. There are also times when learning should remain difficult. Knowing which is which may become one of the defining educational skills of the AI age.

Perhaps one of the greatest gifts teachers can give their students is helping them recognise the difference and maintain the learning balance.

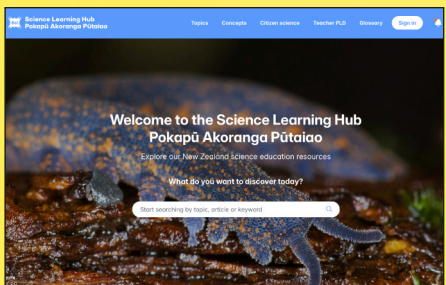
Compiled by the INTERFACE Team.

SCIENCE

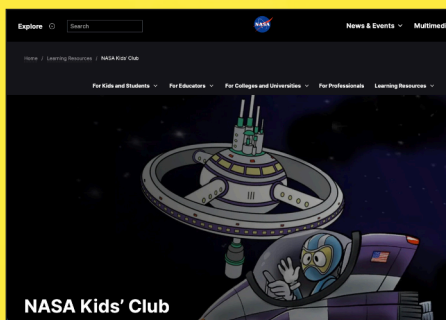
For science resources aimed at students aged 11-18, check out **Isaac Science** (isaacscience.org). Designed to support classroom teaching and independent study, it offers practice, feedback and progress tracking. Set assignments, monitor performance and access curriculum-aligned content to reinforce understanding and develop problem-solving skills.



Science Learning Hub / Pokapū Akoranga Pūtaiao (sciencelearn.org.nz) connects science concepts with real-world contexts through articles, videos, interactives, and teaching activities. Aligned with the NZ Curriculum, it supports teachers with ready-to-use classroom resources, learning materials developed by industry experts.

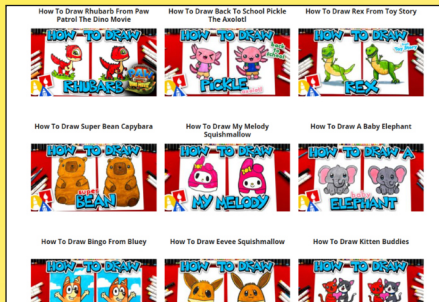


Interested in space? **NASA Kids' Club** (nasa.gov/learning-resources/nasa-kids-club/) introduces primary-aged students to space, Earth science, engineering, and NASA missions through interactive games, videos and activities. Its engaging resources will spark curiosity, as well make scientific and STEM concepts accessible and enjoyable for young learners.



ART

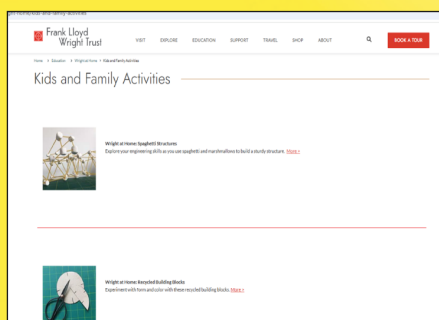
Art for Kids Hub (artforkidshub.com) has thousands of free, step-by-step drawing lessons for students. Video tutorials are easy to follow, require minimal preparation, and cover animals, characters and more. It's ideal for classroom brain breaks, art lessons or early finishers, while building confidence, creativity and fine motor skills.



Use a mouse to create colourful, abstract digital pictures using patterns that you create with buttons, pointing and clicking on **Bomomo** (bomomo.com). This browser-based digital art tool encourages creativity through playful and creative experimentation rather than precise drawing, simply by pointing and clicking.

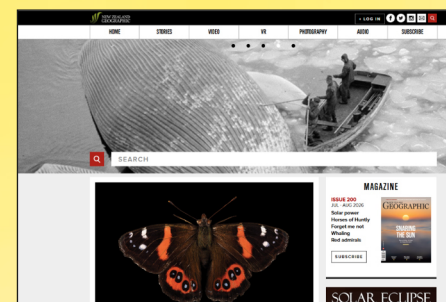


From the website of famed architect Frank Lloyd Wright, **Kids and Family Activities** (flwright.org/education/wright-home/kids-and-family-activities) offers 15 creative artistic challenges. From coloured windows to texture stamps, architectural bird feeders to DIY nature brushes, each comes with a downloadable PDF with explanations.



AROUND THE WORLD

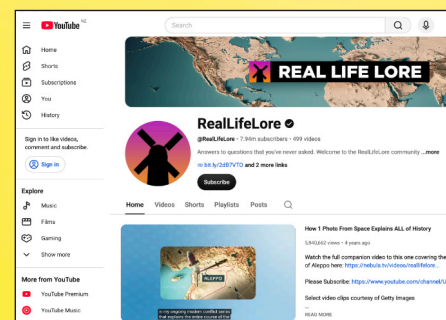
New Zealand Geographic (nzgeo.com/schools/) is an outstanding resource for learning about and exploring Aotearoa and the surrounding Pacific's environment, history, science, culture, and people. Enjoy high-quality an engaging articles, stunning photography and multimedia features. The Ministry funds free full digital access.



Challenge your geographical knowledge with **World Geography Games** (world-geography-games.com). This interactive website will help students learn countries, capitals, flags, continents, physical features, oceans, volcanoes, and more through engaging quizzes and map-based activities.



RealLifeLore (youtube.com/@RealLifeLore) is an educational YouTube channel exploring geography, history, geopolitics, and global issues. Through animated maps and accessible explanations, it helps students understand how geography shapes countries, cultures, conflicts, resources, and events around the world.



Understanding the risks and rewards of using AI

Generative AI is already a routine part of young people's lives. However, while this has created positive opportunities, it has also introduced new and evolving risks according to new research.

Netsafe, the Artificial Intelligence Safety Forum and The Light Project, supported by Spark Foundation, have teamed up to explore how young people are using generative AI, the opportunities it creates, and the risks and harms they're experiencing.

The result is 'Generative AI And Young People In Aotearoa New Zealand', which surveyed 1,202 young people (aged 13-24) across the country. It found that most young Kiwis are engaging with generative AI across all spheres of life, with it increasingly interwoven into their daily lives, learning, and entertainment.

"This project was undertaken to better understand how young people are using generative AI, what risks and harms they are encountering, and how they can best be supported to navigate it safely," says the report.

Key findings

1. AI use is becoming part of young people's everyday lives.
2. Young people hold nuanced views of AI.
3. AI-related risks and harms are widespread.
4. AI is increasingly being used for emotional support.
5. AI social companions present emerging risks.
6. AI-generated sexual imagery is a growing concern.
7. Guidance and support have not kept pace with AI.

Where to from here?

"The overall project findings demonstrate that generative AI is becoming increasingly integrated into young people's everyday lives, bringing both opportunities and risks. Yet, many are navigating these technologies with limited adult guidance or support.

"Our survey indicates that young people are clear about the support, information, and resources they need.

"As AI continues to evolve, strengthening young people's capability to engage with it safely, alongside frontline services' capacity to support them through this, is critical. Key priorities include equipping young people with AI literacy and safeguarding skills, strengthening frontline services' understanding of generative AI, including how to respond to experiences of harm, and pursuing broader platform and policy changes."

By the numbers

- 9 in 10 had used generative AI in the past six months
- 69 per cent had encountered at least one AI-related harm
- 30 per cent had used AI for advice or emotional support
- 58 per cent faced at least one barrier to getting online help

Report's recommendations

There are several recommendations grouped by audience, from industry and policymakers, to parents and educators. For schools and kura, it suggests:

- Make rules clear and de-stigmatising
- Invest in workforce capability
- Lower the barrier to formal help and meet young people on their channels

Download the report at resource.netsafe.org.nz/Netsafe_GenerativeAI-Report_August-2026.pdf



Kete
Powered by netsafe

Safe and responsible use of Generative AI tools - for students

Digital Literacy | Privacy & Security | Year 9-10 | Year 11-13

Estimated Time: 15-45 mins

Created with generative AI

Bring AI conversations into the classroom

Looking for practical ways to explore generative AI with your students? Netsafe has resources to help.

For students

Help understand how to use generative AI tools safely, responsibly and critically with education.netsafe.org.nz/resources/safe-and-responsible-use-of-generative-ai-tools

Support learning about AI in the classroom at education.netsafe.org.nz/tools/ai-in-the-classroom

For teachers

Practical guidance to explore the opportunities and challenges of generative AI with students at education.netsafe.org.nz/tools/exploring-generative-ai-in-a-nz-classroom-environment

For parents and whānau

Digital Guardian Guide (digitalguardian.guide) has conversation starters and practical tips about deepfakes, synthetic media and staying safer online.

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