Usability Testing Summary for:

Usability testing of education.govt.nz (Round 2)

Ministry of Education

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Executive Summary

Introduction

In January 2015, Optimal Experience conducted a second round of Usability Testing on the education.govt.nz website. (Round One was conducted in December 2014.) We tested with four people (a fifth participant cancelled at last minute) who work in the education sector in order to:

- Identify any major usability problems with the education.govt.nz website.
- Uncover perceptions and general user feedback on the education.govt.nz website.
- Make recommendations to improve the user experience, including helping to prioritise appropriate usability improvements.
- Identify the website's areas of strength and provide positive usability findings.
- Test assumptions and if changes and updates to the website have improved the user experience.

Key findings

System Usability Score (SUS)

The education.govt.nz website achieved a **System Usability Score (SUS) of 86%**. This score is based on the ratings from the four test participants. A score of 68% is considered to be average.

The website achieved a System Usability Score of 76% in the first round of testing.

A score of 86% indicates that people strongly agree that the website is easy to use. For example, a score of 50% would mean that respondents neither agree nor disagree that the website was usable and a score of 100% would mean that everyone strongly agreed that the website is usable.

While it is not statistically significant, it is a good indication of the website’s usability and offers a baseline against which future improvements can be measured.

Perceptions

All participants in round two said that the website is **Fresh, Helpful, Organised, Professional, Straightforward and Usable**.

"The minedu site packs a lot in, lots of text. This doesn't, it seems to be more in tune with other websites, seems to have more space, more inviting I would say. When you go to minedu you are confronted by a lot of text, this is more visually pleasing, aesthetically pleasing. It's a work website, but if it looks more pleasing that makes it ok."

"Having it simple and clear like this is great and they [teachers] feel like they have come to the right place and they can see early childhood right away, that's easy."

"It's clear, it's fresh, inviting, not stressful because it doesn't have a heck of a lot of text."

Participants in round one all considered the site to be **Friendly, Helpful, Inviting, Trustworthy and Usable**.
All participants in this round said that the website is not **Annoying, Dated, Frustrating, Hard to Use, Incomprehensible, Intimidating, Patronising, Slow or Unattractive.**

“It seems to be more in tune with other websites, seems to have more space, more inviting I would say.”

Participants of round one all stated that the website is not **Annoying, Dated, Hard to Use, Intimidating, Patronising, Time-consuming or Unattractive.**

Three of the four participants in round two said that they needed to spend more time on the website in order to make the judgment if it is comprehensive.

“I am not sure about comprehensive, because I haven’t seen much of it yet.”

**Usability findings**

The usability testing revealed the following **53** findings.

- **16 Positives,**
- **1 Severe** issue,
- **9 Major** issues,
- **10 Minor** issues,
- and **17 Observations.**

The main findings and recommendations are:

**No critical findings or showstoppers.** Overall, the website performed quite well with only one severe usability issue being found, which related to a miss-functioning search.

R **Keep doing what you are doing.**

**Broken or misleading links.** Participants got confused when links didn’t work or took them to a destination page they didn’t expect.

R **Ensure that there are no broken links.**
R **Ensure that the link label sufficiently describes the link destination.**

**Redirects to the old site.** Several participants were unhappy and even frustrated to be redirected to the old site.

R **Consider moving all content from the old to the new site as soon as possible.**
R **Ensure that in the meantime links take users to the specific content they expected, not a generic page.**

**Site search.** Several participants struggled with the site search not returning results for some of their keywords, they had difficulties recovering from misspelled search words and some selected the wrong correct content without noticing.

R **Consider improving the site search to include alternative keyword suggestions, suggestions for misspelled words and provide Meta data or URLs for each search result to help users select the correct content.**
**General information.** Several participants struggled to find general information (e.g. news) that does not strictly relate to a particular age group.

- **R** Consider adding general information categories to the footer.
- **R** Consider adding important general information categories to each of the age group tabs.

**Reputation improving.** One participant stated that this site could help improve the Ministry’s current bad reputation with professional.

- **R** Keep doing what you are doing!

**Methodology**

The Usability Testing was facilitated at Optimal Experience’s office in the Wellington CBD. We tested with four participants on their preferred device (all on laptop). A fifth participant cancelled at the last minute.

We asked participants:

- To talk about their role in education, their average workday and how dealing with the Ministry of Education fitted into that day, as well as their internet usage in general and interactions with education websites in particular.
- To use the website in order to complicate representative tasks.
- To explain their current understanding and perceptions of the education.govt.nz website
- Finally, to describe what they liked/disliked about the website and what they would change.

We used the same set of tasks to facilitate the testing, but didn’t test all tasks with all participants.

The findings from the Usability Testing are summarised in this report.

**Test tasks**

We usability tested with the following tasks:

**Task 1: First impressions and explore the education.govt.nz site**

*Let’s have a look at the website we are going to look at today. I’m going to show you the website for just 5 seconds. Then I will hide it again and ask you about your first impression of it and what you saw.*

*Now have a longer look and tell me what comes to your mind when looking at this site.*

**Task 2: School terms and holidays**

*Let’s find out on which days schools need to remain closed next year.*

**Task 3: Traumatic incidents (using the site search)**

*Last Friday, a fire broke out in your ECE centre and one of the rooms got seriously damaged. Luckily nobody was seriously hurt, but it happened during opening hours and it was quite dramatic. There was smoke everywhere and a lot of the children are really upset and frightened. Find some information on the website that will help you deal with the aftermath. Try to use the site search to find this information.*
Task 4A: Adult-Child-Ratio

The ECE centre you work at has decided to expand its services and enrol 10 more under-two-year-olds. There are some requirements that ‘ECE services must always have a certain number of adults for the number of children attending’. Find out if you need to hire more staff in order to deal with the increased number of children.

Task 4B: Awareness days

The centre you work at decided to do something special for Matariki next year. You have been put in charge of organising the event and you come to the website to look for some inspiration.

Task 4C: Medical retirement

One of your teachers has become seriously ill and they are no longer able to work as a teacher. They might be eligible for some financial assistance. Find out what needs to be done to apply for this financial assistance.

Task 5: Primary teacher salary

Find out what you would get paid if you were a Primary Teacher.

Task 6: Feedback form

You want to give some feedback about the website. How would you do this?

Task 7: Enrolment documents for ECE centre

You want to sign up your four year-old in a childcare centre in your area. Find out what documentation you need to provide.

Task 8: News item

The Ministry of Education recently announced new decile ratings for schools. Let’s try to find something about this on the Education.govt.nz website.

Task 9: Field of Remembrances

Find out how to set up a Field of Remembrances at your school.

Task 10: 5-out-of-5

The Ministry of Education has developed some resource to ‘inspire leadership conversations and actions’. The aim is to ensure that all children benefit fully from early childhood education. Let’s try to find this resource on this website.

Task 11: Feedback on labels

For this task, we are going to do something slightly different. We are going to do a pop quiz. The way it works is that I have a list of labels that are used on this website. I will read out a label and you tell me what you would expect to find under this label.
Participants

We tested with four people who work in the education sector, including:

- Two women and two men;
- One early childhood teacher working in a large centre with both under two year-olds and kindergarten aged children. She uses the internet frequently to conduct research for her postgraduate degree as well as to prepare for her teaching.
- One kindergarten teacher working in a small centre without under two year-olds. She uses the internet frequently and conducts a lot of online research;
- One substitute high school teacher who previously worked as a high school dean and teacher.
- One high school principal, who mentioned he is accessible on his laptop or mobile 24/7.

All participants used a laptop or desktop computer for work and only one participant now and then used his phone to access the internet, but commented that it "tends to be a bit small to read, even though I have an iPhone 6 plus".

None of the participants had seen or used the education.govt.nz website, but all had used the current Ministry of Education website (minedu.govt.nz).

All four participants were highly computer literate and felt comfortable using the internet for private or work reasons.
Usability Testing Findings

Severity ratings

The following findings have been rated based on how often they occur, how many people they impact on and their impact on the usability of forms and the user experience. These ratings are:

- **Positive**: Good one!
- **Observation**: No usability issue, but needs to be noted.
- **Severe**: Issue constrains users, appears frequently or in crucial situations. Tasks might not be completed; data can be lost - immediate action required.
- **Major**: Issue makes it difficult to use the site, but users might recover - fix as soon as possible.
- **Minor**: Issue can cause irritation/confusion or occurs rarely - fix if resources are available.
- **Recommendation**: Potential option to improve usability or solve this issue.
Testing tasks

Finding 1: Task 1: First impressions

The coloured tabs were the first things that most participants noticed on the site.

"Looked easy to use, navigation was clear, user friendly, bright and sparkly. I don’t mind so many colours, but I’m sure people like it.”

“I am a visual learner, so notice the colours; I can see that straight away, what is relevant to me.”

Finding 2: Task 2: School terms and holidays

Participants found the school terms and holidays easily and quickly.

“That is easy. Teachers, deans, parents planning ahead need to know that. That will be an often visited page I think.”

Finding 3: Task 3: Traumatic incidents

We asked participants to use the site search to find information for dealing with an emergency.

Most participants searched the word “fire”. The search returned several relevant pages, including one for ‘ECE’ and one for ‘Schools’. One participant searched for “Early Childhood Centre fire”. In her case, the search returned only one result, ‘Preparing for and dealing with emergencies and traumatic incidents’ from the ‘5-19 Years - Schools’ section. She did not realise she was reading a page intended for schools.

Ensure that the site search returns only relevant search results.

Finding 4: Task 3: Traumatic incidents

Most participants selected the first search result presented to them and only one noticed that he was in the ECE section and backtracked to the schools section. Another participant looking for ECE related information did not realise she was reading a page intended for schools.
Finding 5: Task 3: Traumatic incidents

One participant commented that she had heard in the news that the Ministry had a ‘Trauma team’. She successfully used the navigation to find ‘Emergencies and traumatic incidents in ECE’.

“Having read the papers I heard that there is a trauma team.”

Finding 6: Task 4A: Adult-Child-Ratio

Most participants found the information about ‘Adult-Child-Ratio’ fairly quickly. One participant searched for ‘early childhood staffing’, another easily navigated via ‘Employing ECE staff’.

Finding 7: Task 4B: Awareness days

One participant navigated to the ‘Learning tools and resources’ section, and selected ‘Play ideas’ instead of ‘Awareness days/weeks’. When she identified this was not the right page, she browsed the sidebar for other options. Eventually she decided to use search instead. Another searched for ‘Matariki’ after looking over the early childhood navigation.

Neither participant understood the label ‘Awareness days’.

“I can’t see where Matariki would fit in, I might at this point go to Google.”

“We just call is celebrations.”

Learning tools and resources

We’re aiming to provide you with hands-on resources for play and activity.

- Awareness days/weeks
- Play ideas

Over the next couple of months we will expand this section. We’ll add resources that will

<table>
<thead>
<tr>
<th>TEACHING AND LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Te Whariki</td>
</tr>
<tr>
<td>Early Years Learning</td>
</tr>
<tr>
<td>Learning tools and resources</td>
</tr>
<tr>
<td>Awareness days/weeks</td>
</tr>
<tr>
<td>Play ideas for ECE</td>
</tr>
<tr>
<td>Educational leadership in ECE</td>
</tr>
</tbody>
</table>

Consider changing the ‘Awareness days/weeks’ label.

Consider including direct links to popular events on the ‘Learning tools and resources’ page.
Finding 8: Task 4C: Medical retirement

The two participants we tested this task on were able to find the correct information, but only after a considerable amount of time and some help from the facilitator. One mentioned he would not attempt this at home and instead just call someone at the Ministry. The participants both correctly assumed they would find information under employing and managing staff but struggled to find the right language to express what they were looking for. One participant initially looked under careers in education.

“As soon as you said retirement, it was clear, but before that was a bit harder...”

R Consider adding additional Meta data to the page to cater for more common search terms.
R Consider reviewing the language used in headings and explanatory subheadings, ensuring that it reflects the users’ common vocabulary.

Finding 9: Task 5: Primary teacher salary

All participants found salary information for Primary Teachers, mostly with ease. One participant expected information about salaries under ‘Careers in education’.

Finding 10: Task 6: Feedback form

Several participants thought that they had seen something relating to feedback while browsing the site, but were unable to find it again. Some went to the footer; others clicked ‘Contact us’ in the header. One participant didn’t complete the task at all. None of the participants noticed the feedback link underneath the main navigation.

“I wouldn’t have a clue.”

“I saw something earlier, make a comment or so, it was down the bottom, but it's not there anymore.” [on homepage]

“I'd have a look there, but that's more about contacting the Ministry, not quite right.”

R Consider adding a link to the feedback form on the ‘Contact us’ page.
R Consider adding the ‘Give us your feedback’ link at the bottom of the homepage as well.

Finding 11: Task 7: Enrolment documents

Most participants went straight to the ‘Parents’ site and found the information there.

“That is nice, visual, easy to get there, to navigate around, I like the font, the colours used.”
Finding 12: Task 8: News item

Several participants started this task by looking on the ‘Schools’ tab and eventually used the search. One participant immediately went to news on the homepage.

"Under schools nothing seemed to match up"

R Consider adding a link to related news within each of the navigation tabs.
R Consider adding Meta data (e.g. date published, type of content) or URLs to the search results to help users find the right content.

Finding 13: Task 9: Field of Remembrance

One participant found the related page through the carousel on the homepage, but was unable to find it again through other means (search or the news link in the footer).

Another decided to use the site search to find this information after unsuccessfully looking under ‘Schools’ and on the homepage but failed initially because he misspelled ‘rememberance’.

"Not sure where I would find the more general stuff, that's why I'm going back to the homepage."

R Ensure users have more than one way to find information.

Finding 14: Task 10: 5-out-of-5

We only tested the two participants who worked in Early Childhood Education on this task.

One of the participants knew what ‘5-out-of-5’ was, the other didn’t. Both went straight to ‘Educational leadership in ECE’ in the Early Childhood navigation.

"I like that I don't have to read too much information to know what it's about."

Finding 15: Task 10: 5-out-of-5 - video

Both participants commented that they would watch the video as they expected it to feature learning in action, teachers explaining how they use this in their context. Both commented that the bullet points on the video cover were very useful.

"I would assume you see learning in action in the video."

"And they have the right cover for the video as well, you can see what it is about."

Finding 16: Task 10: 5-out-of-5 - transcript

Both participants found the transcript button fairly quickly. One participant mentioned that the transcript would be useful for a deaf teacher at her ECE centre.
Website labels (Task 11)

Finding 17: ‘Early childhood’ label

Participants associated with this label:
- Anything that relates to early childhood, teaching rooms, etc.
- Resources, learning practices, teacher contracts, information pertaining to the administrative side of teaching, information about managing children, health and safety, research papers relating to early childhood
- Information pertaining to running a service, links to curriculum, information on and best practices on e.g. social competence development in children, ICT, etc.

Finding 18: ‘Education service’ label

One participant expected to be able to find a service here, a database of services, with some information on each. Another participant thought that ‘Education service’ was too “ambiguous, is it special needs in education? Is it mindu support? That kind of thing”.

Finding 19: ‘School terms and holidays’ label

Participants thought this label described when school starts and ends and public holidays.

Finding 20: ‘Emergency management’ label

Most participants stated this would provide information for services on how to develop emergency management procedures, resources related to accidents, fire, earthquake, flood, sudden death, tsunami. One suggested that there maybe information for parents as well, what services should do and have available in emergencies. One participant suggested that

"Teachers are not so concerned about emergencies, the term health & safety means more; ‘emergencies’ implies the one-off thing, which would come under health & safety anyway."

Finding 21: ‘Vacancies’ label

Participants thought this label would probably cover job vacancies in the Ministry only, but also wanted a link to the Education Gazette for general teaching jobs

"Be good to link to the Education Gazette.”
Finding 22: ‘Board of trustees’ label

Participants saw this label covering information for ‘Board of trustees’ and governance of a school.

Finding 23: ‘School forms’ label

Participants thought this was about the forms that schools need to fill out e.g. for reporting.

Finding 24: ‘Further education’ label

Participants suggested ‘Further education’ was about tertiary education, e.g. university or polytechnic.

“As it is on top there, tertiary star, gateway, polytech, academies.”

Finding 25: ‘Concurrence’ label

Only one participant was asked to explain this label. He described it as “offered to you beyond your salary, for doing work beyond your job”.

Finding 26: ‘Early learning’ label

Participants thought that ‘Early learning’ anything related to ‘Early Childhood learning’.

“I guess anything that's early childhood learning related.”

Finding 27: ‘Learning tools & resources’ label

Participants expected this to include learning stories, examples of literacy or curriculum projects that have happened in the ECE context and processes for them.

Finding 28: ‘Curriculum leadership and ECE’ label

Participants saw this as information about pedagogical leadership, projects around leadership, 5 out of 5 and related resources and research.
Finding 29: ‘Wellbeing in ECE’ label

Participants associated with this label with mainly information, learning stories, exemplars for how the wellbeing strand of Te Whāriki can be supported at a centre level, but also with information for centres or teachers around providing food.

Finding 30: ‘Learning pathways in ECE’ label

The two participants asked about this label were unsure what this would mean, both suggested it related to learning journeys and would feature case studies or exemplars of following children’s learning paths. One said she would "just Google it".

Finding 31: ‘Environments in ECE’ label

Participants thought that this label potentially covered a whole range of things, including:

- the type of ECE, kindergarten environments
- outside spaces and related policies
- profiles on centres that are leading the way in terms of environment, design and maybe in classes and stuff

"That word is used in many different contexts, it would bring up a lot. Would need to define it a bit more."

Finding 32: ‘Cybersafety in ECE’ label

Participants thought that this label covered information for teachers, what they need to be aware of, policies, and links to how to set up technology.

Navigation

Finding 33: Mega menu hard to use

In general, participants liked the mega menu but they struggled to use it, unintentionally and unexpectedly opening and closing it, e.g. when moving from the tab to the ‘Teaching and learning’ link or from the search box to search results. One user didn’t initially interact with the menu at all, potentially not being aware that it is clickable.

"That’s a bit hard." [re staying on the ‘School’ tab]
Finding 34: Unsure what is clickable

Some participants accidentally clicked the top level navigation while others didn’t realise it was clickable at all.

R Use consistent formatting throughout the site to indicate interactive content.
R Consider highlighting interactive text on hover over, e.g. by underlining it.

Finding 35: Current section not obvious

As mentioned before, in task 3, when asked to look for emergency information for ECE centres or schools, participants often ended up in the ‘School’ or ‘Early Childhood’ section without realising it. Participants thought that this was the page they were looking for and only one noticed that he was in the wrong section.
Finding 36: Top level categories

Participants generally liked the categorisation by age group, and were able to find information relevant to the age group they were teaching.

One participant teaching secondary school did not select ‘Schools’ without being prompted, stating that he did not think ‘Schools’ had anything to do with teaching school or related administrative tasks.

“It’s got school, it doesn’t indicate it’s anything to do with teaching service or being a teacher or contract or... to me that’s about the school, about the curriculum, the assessment, those sorts of things, that’s my view. There’s no indication that there’s anything to do with school management.”

“I would go for those tabs, because I want to go for what’s relevant to me, so I would go there and click what I need.”

R Consider adding second level navigation items in the footer to give people an opportunity to see what content is available in each top-level category when they are scrolling a page.

Finding 37: General/non-age related information

Some participants struggled to find general, non-age related information via the navigation, most of them turned to the search instead. One user was unable to find the ‘field of remembrance’ information when the carousel had stopped moving, looking under news, within the ‘schools’ tab.

“Not sure where I would find the more general stuff, that’s why I’m going back to the homepage.”
“I’ll probably say at this stage, I’ll go somewhere else. No, if that hadn’t been there [in the carousel] I wouldn’t know where to go. And unless I’m being stupid there’s nothing obvious that tells me.”

R Ensure users have more than one way to find general information as well as the information linked from the carousel.

R Consider adding the general information navigation categories to the footer.

Finding 38: Second level category – Educational leadership in ECE

Both participants who completed the 5-out-of-5 task easily found it through the menu, with one commenting:

“Educational leadership in ECE’, that’s created for all teachers, not just the top.”

Finding 39: Use mega menu and sidebar navigation for exploring

Many participants used the mega menu and the sidebar navigation to get an overview of the site. When they were not using the search, many started a task by scanning the content of the mega menu.

“I like how you can go back to the menu [points to the sidebar navigation], that there is different ways you can do it.”

Finding 40: Connection between ‘Parents’ and main site unclear

One participant noticed that she was on a separate site; another one did not. When prompted she looked at the URL and stated that it seems to be a sister site. One first used the browser back button to return to education.govt.nz, and when prompted to find another way, expected to return to the education.govt.nz site by clicking the home button. Another participant immediately used the browser back button.

“Yes, it’s a separate site, it’s for parents, it’s parents dot education.”

“Ah, there’s the little house, that should get me back. Uh, no, somewhere else.”

“I think we are still on the same website, it just sent us off to a different... I feel like it is the same, looking at the web address. But maybe it is a new site, but linked, a sister, but is it easy to get back without pushing the back button?”
R Consider displaying links to both websites in the top bar of both websites. Example:

R Consider making the links visually more obvious.

Finding 41: Linking to other websites

Most participants had no problems in understanding when they were on a different site. One did not seem to notice. Two participants were frustrated that he was sent back to the old ministry website.

"That's not very cool [re being linked to the old site]. Feels like we were going somewhere there, that's cool, and then you end up here. It shouldn't go back to where we were. It's like that [minedu.govt.nz] is hiding behind the new website. And that will just frustrate me."

"Sends you off to different links, that might be a little tricky for some. What I'd change is when you click on things and it goes to the old website... I would want everything updated."

"It gives me links that send me off to some other site, then it's hard to get back, it's a bit confusing sometimes."

R Ensure content is transitioned to the new site as soon as possible and ensure that in the meantime links take users to exactly the right information.

Finding 42: Footer navigation

One participant repeatedly went to the footer when he was not sure where to find information. He did not realise any of the footer links in the black section were clickable. Another participant expected ‘Contact us’ in the footer, but was unable to find it quickly, scrolling to the top instead.
R Consider highlighting interactive text on hover over, e.g. by underlining it.
R Ensure the same wording is used in the footer as on the main navigation, e.g. ‘0-6 years - Early Childhood’
R Consider using sentence case instead of upper case. Upper case words are harder to read at a glance and are approaching illegibility for people with dyslexia, as word shapes hardly differ for upper case words.

Site search

Finding 43: Search vs. navigating

Half the participants immediately used the site search, the other half preferred to use navigation.

“I tend to search a lot, I don’t want to navigate around too much and get lost. So I go up there, search and that usually brings up something like a Google page and you scan down and see what’s relevant to you. It can mean it might take you a while to find exactly what you need.”

“It comes up like a Google search, but I don’t know which one [search result], I’ll just try this one.”

“I always think for a good website, you only use the search engine at desperate times and you find things through the other ways of navigating, but that is just me, that’s not necessarily right.”

Finding 44: Search terms

Some participants struggled to get any search results when using the keywords they associate with a topic. One participant thought of ‘Field of Remembrance’ as something relating to ‘Gallipoli’, which returned no results.

“So it’s given me ANZAC, but that’s all, not Gallipoli and not WW1. My first thought would have been to look for WW1.”

Search

gallipoli

Search results

Sorry, your search query did not return any results.

R Ensure each page is findable through a range of alternative keywords related to the content.
R Help users recover by providing search suggestions.
Finding 45: Misspelled search terms

Participants found it annoying that the site search didn't return any results when they misspelled the search terms.

"Nothing... oh, I spelled it wrong. On Google it would correct the spelling... Google tells me when it's wrong."

R Ensure the site search caters for common misspellings.
R Help users recover from the mistake by providing search suggestions.
R Consider adding a ‘Did you mean:’ feature to the site search.

Finding 46: Search result destination unclear

Participants struggled to tell where selecting a search result would take them.

They didn't seem to have a problem selecting a search result, because the heading was usually descriptive and there were only a small number of search results. However, some participants ended up on the wrong page without noticing it (e.g. on the ‘Schools’ emergency and traumatic incident page when they were looking for ECE related information). Only one user realised upon clicking the first search result and reading the introductory paragraph that he was in the wrong place and backtracked.
Look and feel

Finding 47: Fresh look

Participants liked the fresh look of the education.govt.nz site. They preferred this new look to the minedu.govt.nz site.

“One thing I don’t really like about the previous website, I am navigating around all the time, there’s a little too much on it for my taste and I just want to see a button to the things I want.”

“That’s clear, useful and clear.”

“The old one has heaps of text, heaps of information, like an archive, I have to read all of that to see what I need, but I don’t need all of this....”

“Far too colourful to me. It looks easy to use; navigation was clear, user friendly, bright and sparkly. I don’t mind so many colours, but I’m sure people like it.”

Finding 48: Coloured tabs

Participants liked the coloured tabs. It was the first thing they noticed on the site.
Finding 49: Carousel

Only one participant actively interacted with the carousel. One other participant accidentally saw an image appear in the carousel that related to what she was looking for; she otherwise ignored it.

One participant felt that the carousel was underutilised and should have more options.

"The way this [carousel] goes through is very clever, but you are not on the home page for very long, so if this isn't there in the five seconds, then you don’t see this at all [points to one of the images in the carousel], that’s why I suggested these be smaller and all show. Can you click through them all? [tries it] ah you can, but I’d prefer to see these all the time, I want to know what’s there."

Carefully consider the content in the carousel and ensure users have easy alternatives of finding the content should they miss it in the carousel or ignore it completely.

Content

Finding 50: Bigger font size

Participants liked the bigger font size.

"I like the font, it’s nicely separated, I can see where I am and need to go."

Finding 51: ‘5-out-of-5’ resources and content

The two participants who completed this task both commented positively on the cover image of the video, the summary introduction of the page and the language used on the page.

"I like that I don’t have to read too much information to know what it’s about. And they have the right cover for the video as well, you can see what it is about."

"I didn’t know about these wild cards, that’s great. And the resources at the bottom are great."

"Teaching is busy, the day-to-day stuff is full on, so it’s important to have opportunities to stop and think about not just the day-to-day stuff, but the broader picture that helps make your day-to-day better, the best that it can be. And leadership is cool, it doesn’t necessarily have to be just the leader, you can be part of it."

Finding 52: ‘5-out-of-5’ video content

Participants thought the video on the ‘5-out-of-5’ page was quite long and said that they wouldn’t have the time to watch it during working hours, but would watch it at home.

"[would watch the video?] Yes I would. [what would make you watch it?] The bullet points and the children. I am assuming from that that you would be seeing learning in action."
"I’ve watched the video before on my course. I would watch it again yes, to share knowledge with my colleagues. I really enjoyed watching those teachers explain how they use this in their context."

General

Finding 53: Reputation

One participant stated that the website could help improve the Ministry’s reputation with professionals.

"The Ministry of Education don’t have a good rep. [why?] They have probably been the lowest performing state sector for a while now; they don’t have the confidence of a lot of professions. If you think of state service, dark dusty rooms, lots of red tape, we’ll do it when we get around to that... so a website like this could help to build that, particularly on a visual sphere."
Appendix B – Restrictions

▪ This Report has been prepared solely for the purposes stated herein and should not be relied upon for any other purpose. We accept no liability to any party should it be used for any purpose other than that for which it was prepared.

▪ This Report is strictly confidential and (save to the extent required by applicable law and/or regulation) must not be released to any third party without our express written consent, which is at our sole discretion.

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▪ The statements and opinions expressed herein have been made in good faith, and on the basis that all information relied upon is true and accurate in all material respects, and not misleading by reason of omission or otherwise.

▪ The statements and opinions expressed in this report are based on information available as at the date of the report.

▪ We reserve the right, but will be under no obligation, to review or amend our Report, if any additional information, which was in existence on the date of this report, was not brought to our attention, or subsequently comes to light.

▪ This report is issued pursuant to the terms and conditions set out in our engagement letter and the Terms of Business attached thereto.