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| **Engagement with Digital Literacy and Digital Technologies** | **Uncertain and/or hesitant** | **Willing but dependent** | **Confident and proficient** | **Leading and enabling others** |
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| **approach to Digital Literacy (DL)** | I require significant assistance from peers in Digital LiteracyI am hesitant seeking support, aware of own limitations using Digital systems | I am comfortable asking peers/colleagues and/or students for assistance in the use of digital systemsI am gaining confidence in Digital Literacy with some scaffolding | I provide others with support for Digital Literacy at a variety of levelsI take an active role in the integration/use of digital systems by giving, sharing and developing ideas and practicesI recognise student expertise and negotiate and collaborate with them in the use of Digital LiteracyI encourage students to support and mentor each other | I provide ideas, support and leadership with integration of Digital Literacy into the curriculum and its adoption by othersI challenge structures, systems and perceptions of Digital Literacy integration in educationI model innovative practice within and beyond the school and help others progress along the continuumI enable and empower students and colleagues to be innovative in their own learning pathways |
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| **engaging with Digital Technologies****curriculum** | I require significant assistance from peers in understanding the Digital Technologies curriculum | I am comfortable asking peers/colleagues and/or students for assistance in engaging with Digital Technologies activitiesI am gaining confidence in the delivery of Digital Technologies activities with some scaffolding | I am comfortable with Digital Technologies implementationI take an active role in the implementation of the Digital Technologies curriculumI recognise student expertise and negotiate with them on their Digital Technologies projectsI encourage students to support and mentor each other | I provide ideas, support and leadership with the Digital Technologies curriculum and its engagement by colleaguesI model innovative practice within and beyond the school and help others progress along the continuumI enable and empower students and colleagues to be innovative in their own learning pathways |
| **Suggestions to improve skills** |

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| **Engagement with Digital Technologies** | **1** | **Uncertain and/or hesitant** | **Willing but dependent** |  | **Confident and proficient** |  | **Leading and enabling others** |
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| **learning environment** |  | I am aware of the need tocreate a positive climate for the use of Digital Technologies in the classroom | I discuss strategies withcolleagues on how to tailor classroom space for on- and off-computer experiences to implement Digital Technologies |  | I set challenging learningexperiences for students to develop their Digital Technologies knowledge, understanding and skills |   | I model the use of innovativeflexible learning spaces that enable innovation and creativity supported by the Digital Technologies Curriculum. |
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| **online interaction** | ef | I am unsure how best to use collaborative tools effectively | I work with colleagues toapply knowledge and skills in the effective use of online tools |  | I set challenging learning tasksthat encourage students to collaborate online. |  | I initiate and lead students toactively engage and collaborate in online learning communities. |
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| **assessment** |   | I develop some basicDigital Technologies assessment tasks | I work with colleagues toidentify and use a range of technologies and practices to assess student learning in Digital Technologies |  | I set challenging DigitalTechnologies assessment tasks |  | I mentor colleagues and workcollaboratively to create rigorous Digital Technologies assessment tasks |
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| **ethical practices** |  | I am aware of social, legaland ethical issues relating to digital technologies in teaching and learning | I apply an understanding ofthe social, legal and ethical issues of digital technologies in teaching and learning |  | I engage students in explorationsof the social, legal and ethical issues of digital technologies in teaching and learning. |  | I monitor, evaluate and lead theintegration of ethical practices into all aspects of digital technologies use |
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| **Digital Technologies support and****resources** |  | I am unaware of where tofind support for implementation of the Digital Technologies curriculum. | I am able to locate onlineresources and activities to support the implementation of the Digital Technologies curriculum. |  | I engage in the use of onlineresources and support networks for example the Digital Technologies Hub, CSER MOOC, State or Territory initiatives |  | I actively engage in onlinecommunities such as the CSER MOOC and contribute to a wider professional learning community. |
| **Suggestions to improve skills**   |

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| **Understanding of the Technologies curriculum** | **Areas where significant support is needed** | **Areas where support is still needed** | **Areas where further learning opportunities would be useful** | **Areas I could provide support to others** |
| **Technologies core concepts** |
| **creating solutions for preferred futures** is the overarching core concept. It involves identifying compelling visions of the future and making considered design decisions taking into account diversity; ethics; and economic, environmental and social sustainability factors. This overarching core concept is developed through the following core concepts: | **\*** | **\*** | **\*** | **\*** |
| **systems** comprise the structure, properties, behaviour and interactivity of people and components (inputs, processes and outputs) within and between natural, managed, constructed and digital environments.  | **\*** | **\*** | **\*** | **\*** |
| **data** can be acquired, interpreted and represented to help inform decision-making and can be manipulated, stored and communicated by digital systems.  | **\*** | **\*** | **\*** | **\*** |
| **interactions and impact** need to be considered when creating solutions; this involves examining the relationships between components of technologies systems, sustainability and the effects of design decisions on users.  | **\*** | **\*** | **\*** | **\*** |
| **systems thinking**helps people to think holistically about the interactions and interconnections that shape the behaviour of systems. | **\*** | **\*** | **\*** | **\*** |

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| **Understanding of the Technologies curriculum** | **Areas where significant support is needed** | **Areas where support is still needed** | **Areas where further learning opportunities would be useful** | **Areas I could provide support to others** |
| **computational thinking**helps people to organise data logically by breaking down problems into parts; defining abstract concepts; and designing and using algorithms, patterns and models. | **\*** | **\*** | **\*** | **\*** |
| **design thinking**helps people to empathise and understand needs, opportunities and problems; generate, iterate and represent innovative, user-centred ideas; and analyse and evaluate those ideas. | **\*** | **\*** | **\*** | **\*** |
| **Technologies processes and production skills** help people to safely create solutions for a range of purposes and involve investigating and defining, generating and designing, producing and implementing, evaluating, and collaborating and managing.  | **\*** | **\*** | **\*** | **\*** |
| **project management skills** help people to successfully and efficiently plan, manage and complete projects to meet identified design criteria.  | **\*** | **\*** | **\*** | **\*** |
| **enterprise skills and innovation** helps people to identify opportunities to take action and create change; follow through on initiatives; and generate new ideas, processes and solutions.  | **\*** | **\*** | **\*** | **\*** |
| **Suggestions to improve skills**  |
| **Understanding of the Digital Technologies curriculum** | **Areas where significant support is needed** | **Areas where support is still needed** | **Areas where further learning opportunities would be useful** | **Areas I could provide support to others** |
| **Digital Technologies core concepts** |
| **digital systems**processing data in binary, made up of hardware, controlled by software, and connected to form networks | **\*** | **\*** | **\*** | **\*** |
| **data representation**data being represented and structured symbolically for storage, use and communication, by people and in digital systems | **\*** | **\*** | **\*** | **\*** |
| **data acquisition**numerical, categorical or structured values acquired or calculated to create information  | **\*** | **\*** | **\*** | **\*** |
| **data interpretation**extracting meaning from data  | **\*** | **\*** | **\*** | **\*** |
| **abstraction**reducing complexity by hiding details so that the main idea, problem or solution can be defined and focus can be on a manageable number of aspects  | **\*** | **\*** | **\*** | **\*** |
| **specification**defining a problem precisely and clearly, identifying the requirements, and breaking the problem into manageable pieces  | **\*** | **\*** | **\*** | **\*** |
| **algorithms**the precise sequences of steps and decisions needed to solve a problem, often involving iterative (repeated) processes  | **\*** | **\*** | **\*** | **\*** |
| **implementation** the automation of an algorithm, typically by writing a computer program or using appropriate software  | **\*** | **\*** | **\*** | **\*** |
| **privacy and security**the protection of data when it is stored or transmitted through digital systems  | **\*** | **\*** | **\*** | **\*** |

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| **Suggestions to improve skills**  |