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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 Literacy  I 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 systems  I am gaining confidence in Digital Literacy with some scaffolding | I provide others with support for Digital Literacy at a variety of levels  I take an active role in the integration/use of digital systems by giving, sharing and developing ideas and practices  I recognise student expertise and negotiate and collaborate with them in the use of Digital Literacy  I 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 others  I challenge structures, systems and perceptions of Digital Literacy integration in education  I model innovative practice within and beyond the school and help others progress along the continuum  I 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 activities  I am gaining confidence in the delivery of Digital Technologies activities with some scaffolding | I am comfortable with Digital Technologies implementation  I take an active role in the implementation of the Digital Technologies curriculum  I recognise student expertise and negotiate with them on their Digital Technologies projects  I encourage students to support and mentor each other | I provide ideas, support and leadership with the Digital Technologies curriculum and its engagement by colleagues  I model innovative practice within and beyond the school and help others progress along the continuum  I 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 to  create a positive climate for the use of Digital Technologies in the classroom | I discuss strategies with  colleagues on how to tailor classroom space for on- and off-computer experiences to implement Digital Technologies |  | I set challenging learning  experiences for students to develop their Digital Technologies knowledge, understanding and skills |  | I model the use of innovative  flexible 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 to  apply knowledge and skills in the effective use of online tools |  | I set challenging learning tasks  that encourage students to collaborate online. |  | I initiate and lead students to  actively engage and collaborate in online learning communities. |
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| **assessment** |  | I develop some basic  Digital Technologies assessment tasks | I work with colleagues to  identify and use a range of technologies and practices to assess student learning in Digital Technologies |  | I set challenging Digital  Technologies assessment tasks |  | I mentor colleagues and work  collaboratively to create rigorous Digital Technologies assessment tasks |
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| **ethical practices** |  | I am aware of social, legal  and ethical issues relating to digital technologies in teaching and learning | I apply an understanding of  the social, legal and ethical issues of digital technologies in teaching and learning |  | I engage students in explorations  of the social, legal and ethical issues of digital technologies in teaching and learning. |  | I monitor, evaluate and lead the  integration of ethical practices into all aspects of digital technologies use |
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| **Digital Technologies support and**  **resources** |  | I am unaware of where to  find support for implementation of the Digital Technologies curriculum. | I am able to locate online  resources and activities to support the implementation of the Digital Technologies curriculum. |  | I engage in the use of online  resources and support networks for example the Digital Technologies Hub, CSER MOOC, State or Territory initiatives |  | I actively engage in online  communities 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** |