St. Martin de Porres School
Avondale Heights

DIGITAL & DESIGN TECHNOLOGIES POLICY

RATIONALE

The Victorian Curriculum divides the 'Technologies' Curriculum Area into that of Design Technologies and Digital Technologies. They incorporate the hardware and software that enables data to be digitally processed, stored and communicated and each can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

Design Technologies and Digital Technologies is interdisciplinary Curriculum Area focusing on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

♦ develop new thinking and learning skills that produce creative and innovative insights;
♦ develop more productive ways of working and solving problems individually and collaboratively;
♦ create information products that demonstrate their understanding of concepts, issues, relationships and processes;
♦ express themselves in contemporary and socially relevant ways;
♦ communicate locally and globally to solve problems and to share knowledge;
♦ understand the implications of the use of Technologies and their social and ethical responsibilities as users of these.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

CONTENT ORGANISATION

The Design Technologies and Digital Technologies Areas are divided into Strands. Each Strand has inter-related learnings to be acquired by students.

Standards are articulated in the Design Technologies Area via the following Strands :

♦ Technologies and Society
♦ Technologies' Contexts
♦ Creating Digital Solutions

Standards are articulated in the Digital Technologies Area via the following Strands :

♦ Digital Systems
♦ Data and Information
♦ Creating Digital Solutions.

IMPLEMENTATION

Please see the St. Martin de Porres' scope and sequence chart for more detailed skilling in ICT from Prep (Foundation) to Year 6.

These skills are taught and adapted for each domain, as a tool to effectively communicate the student's ideas and learning.

ASSESSMENT & REPORTING

Students and Staff are involved in identifying essential and preferred learning intentions for ICT, from which success criteria is articulated, as a basis for assessment in each domain, dimension or Inquiry.

The identified learning intentions are placed in the Termly report and parents are informed as to whether their child's work and progress has been judged as 'Below', 'At' or 'Above' the Standard expected at a particular time of year.

EVALUATION

Policy review 2017, 2018.